

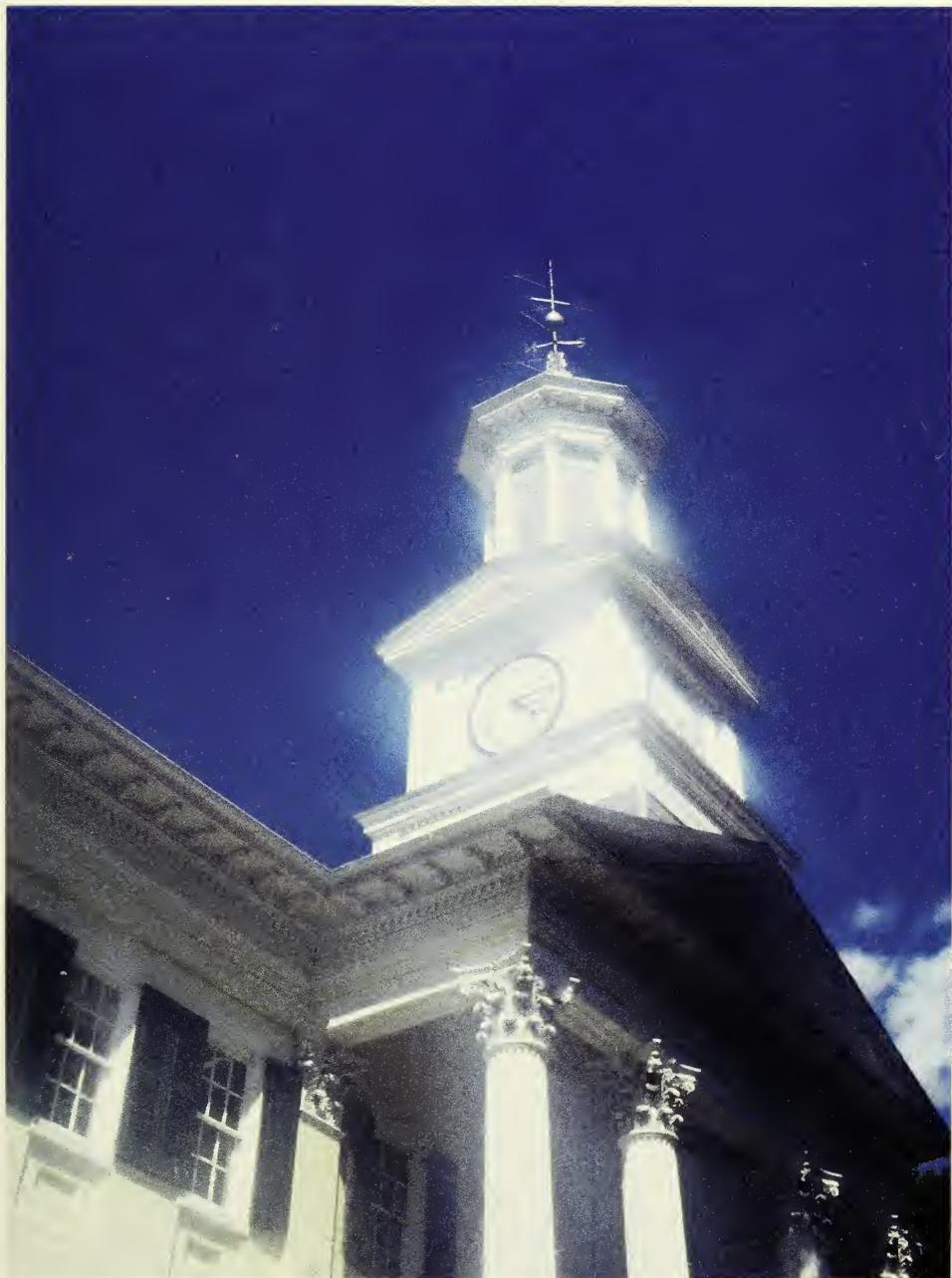


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SHEPHERD COLLEGE

C A T A L O G 8 7 - 8 9



SHEPHERD COLLEGE

SHEPHERDSTOWN, WEST VIRGINIA

Founded 1871



A STATE COLLEGE IN THE SHENANDOAH VALLEY

Accredited by the

North Central Association of Colleges and Secondary Schools
National Council for Accreditation of Teacher Education
National League for Nursing
Council on Social Work Education
West Virginia State Department of Education
West Virginia State Board of Examiners for Registered Nurses

Member

American Assembly of Collegiate Schools of Business
American Association of Colleges for Teacher Education
American Council on Education
American Association of Community and Junior Colleges

SHEPHERD COLLEGE CATALOG, 1987-1989

Volume XXXVI

May, 1987

This 1987-1989 Shepherd College Catalog is for informational purposes only and is not considered a binding contract between Shepherd College and students. Changes may apply to both present and prospective students. Although College officials are available to advise students, it is the student's responsibility to comply with College policies, including the requirements for degrees.

PERSONS TO WHOM INQUIRIES MAY BE DIRECTED

Dr. James A. Butcher, President

Academic Affairs

Dr. Howard N. Carper, Jr., Academic Dean

Dr. Howard N. Carper, Jr., Coordinator of the Regents B.A. External Degree Program

Dr. Peter G. Checkovich, Registrar—Registration, schedules of classes, credit evaluations, transcripts.

Dr. Daniel C. Starliper, Assistant Dean for Community Services — Associate Degree Programs, continuing education.

Dr. Howard Seiler, Director of Advisement and Learning Support Services — Academic Foundations' Program, Study Center and other learning assistance services.

Mr. Karl L. Wolf, Director of Admissions—Admission of students, admissions counseling, high school and transfer relations, college catalogs.

Student Affairs

Mr. Harry C. Young, Jr., Acting Dean of Student Affairs—Student personnel policies, food service, counseling, student health services, housing, vehicle regulations, student organizations, student activities, placement.

Mr. Haydon Rudolf, Director of Financial Aid—Financial aid, student employment. (vacant) Advisor to Veterans, Handicapped, International and Minority Students.

Business Affairs

Mr. Arthur P. Foley, Dean of Finance and Facilities—Business and financial information.

Federal Programs, Non-Faculty Personnel, Affirmative Action

Dr. Earl E. Henderson, Director of Personnel.

Public Relations, Alumni Affairs, College Publications

Mr. David T. Newlin, Director of College Relations—Public information, Alumni activities, College advertising.

South Branch Valley Center

Director

115 Virginia Ave.

Petersburg, WV 26847

(304)-257-4634

Sports Information

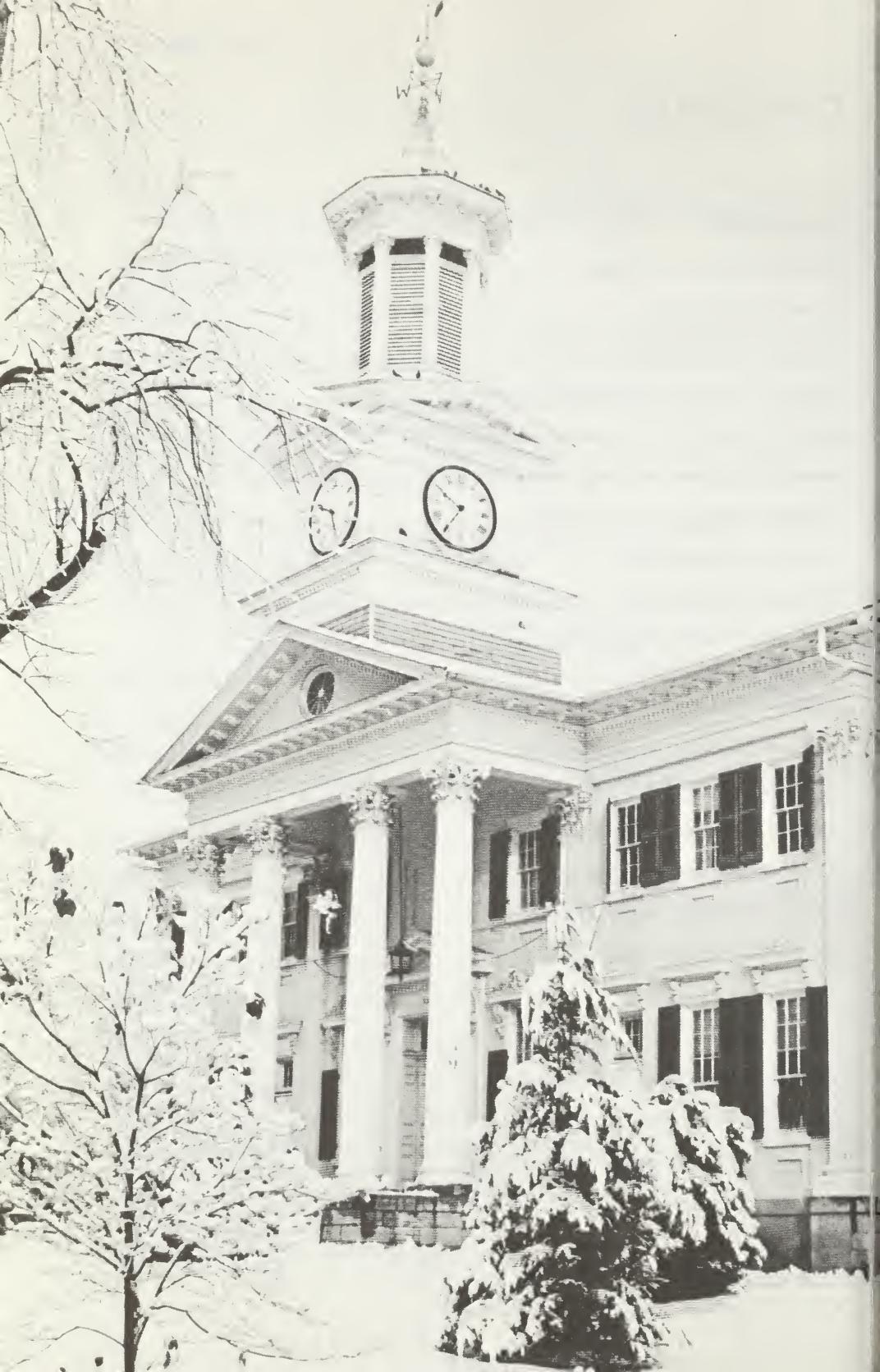
Mr. Mitch Goodman, Director of Sports Information

Address: Shepherd College, Shepherdstown, West Virginia 25443

Telephone: (304) 876-2511 or (800) 344-5231 in West Virginia
(Out-of-State) (800) 826-6807

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1987-88 ACADEMIC YEAR CALENDAR

Summer Session 1987

| | |
|-----------------|---|
| Tues., May 26 | Registration and Payment for First Summer Term, 1:30-4:00 pm. |
| Wed., May 27 | Classes begin First Summer Term and Night. Late Registration and Drop/Add (Late Fee Applies). |
| Thurs., May 28 | Last day for Late Registration and/or to Add a Class (Late Fee Applies). |
| Fri., June 12 | Last day to Drop a First Summer Term Class. |
| Thurs., June 18 | Early Registration for Transfers and Readmits. |
| Fri., June 19 | Last day to Apply for Summer 1987 Graduation. |
| Mon., June 22 | Early Registration for Freshmen, Group II. |
| Thurs., June 25 | Early Registration for Freshmen, Group III. |
| Fri., June 26 | Last day to Drop a Night Class. |
| Mon., June 29 | Day Classes end, First Summer Term. |
| Tues., June 30 | Grades due, 9:00 am, First Summer Term. |
| Wed., July 1 | Registration and Payment for Second Summer Term, 1:30-4:00 pm. |
| Fri., July 3 | Classes begin Second Summer Term. |
| Wed., July 8 | Late Registration and Drop/Add (Late Fee Applies). |
| Thurs., July 9 | Last day for Late Registration and/or to Add a Class (Late Fee Applies). |
| Fri., July 17 | Holiday |
| Fri., July 31 | MW Night Classes end. |
| Mon., Aug. 3 | TR Night Classes end. |
| Mon., Aug. 3 | Last day to Drop a Second Summer Term Class. |
| Mon., Aug. 17 | Classes end, Second Summer Term. |
| Wed., Aug. 19 | Night Classes and Second Summer Term Grades due, 9:00 am. |

First Semester Fall 1987

| | |
|-----------------|---|
| Mon., Aug. 3 | Postmark Due Date, Payment by Mail — Fall, 1987. |
| Mon., Aug. 17 | Divisional Offices Open. |
| Wed., Aug. 19 | Night Registration, 6:00 pm. |
| Thurs., Aug. 20 | Payment for Early Registered Students, 8:30 am-4:00 pm. |
| Fri., Aug. 21 | Faculty Report for Fall Semester. |
| Mon., Aug. 24 | Opening Faculty Meetings, Orientation, Academic Advisement, Registration and Payment for all Non-Early Registered Students. |
| Wed., Aug. 26 | Annual President's Dinner for Faculty and Spouses. |
| Fri., Aug. 28 | Classes begin. Late Registration (Late Fee Applies). |
| Mon., Sept. 7 | Drop/Add begins. |
| Fri., Oct. 2 | Last day to Add a Class. See Advisor by Noon. |
| | Last day for Late Registration. |
| | Labor Day, Holiday. |
| | Last day to Drop a 1st 8 Weeks Class—See Advisor by Noon. |

| | |
|--------------------|---|
| Mon., Oct. 12 thru | Mid-Semester Examinations. |
| Thurs., Oct. 15 | Second Eight Weeks Classes begin. |
| Mon., Oct. 19 | Mid-Semester Grades due 9:00 am. |
| Tues., Oct. 20 | Mid-Semester Break. |
| Fri., Oct. 23 | Mid-Semester Grades Distributed by Advisors. |
| Tues., Oct. 27 | Last day to Apply for May 1988 Graduation. |
| Fri., Oct. 30 | Last day to Drop a Full Semester Class—See Advisor by 12:00 noon. |
| Tues., Nov. 3 | Room Reservation Payment Day. |
| Thurs., Nov. 12 | Academic Advisement for Continuing Students. |
| Mon., Nov. 9 thru | Early Registration for Spring 1988. |
| Fri., Nov. 13 | Thanksgiving Recess. |
| Mon., Nov. 16 thru | Last day to Drop a 2nd 8 Weeks Class—See Advisor by Noon. |
| Fri., Nov. 20 | Postmark Due Date, Payment by Mail—Spring 1988. |
| Wed., Nov. 25 thru | Final Examinations. |
| Sun., Nov. 29 | Divisional Offices Close. |
| Fri., Dec. 4 | First Semester Grades Due 9:00 am and End of First Semester. |
| Mon., Dec. 14 thru | |
| Fri., Dec. 18 | |
| Fri., Dec. 18 | |
| Mon., Dec. 21 | |

Second Semester Spring 1988

| | |
|---------------------|---|
| Wed., Jan. 6 | Divisional Offices Open. |
| Thurs., Jan. 7 | Night Registration, 6:00 pm. |
| Fri., Jan. 8 | Payment for Early Registered Students, 8:30 am-4:00 pm. |
| Mon., Jan. 11 | Orientation, Academic Advisement, Registration & Payment for all Non-Early Registered Students. |
| Wed., Jan. 13 | Faculty Report for Spring Semester. |
| Thurs., Jan. 15 | Classes begin. Late Registration (Late Fee Applies). |
| Fri., Feb. 19 | Drop/Add begins. |
| Mon., Feb. 29 thru | Last day to Add a Class. See Faculty Advisor by Noon. |
| Fri., March 4 | Last day for Late Registration. |
| Mon., March 7 | Last day to Drop a 1st 8 Weeks Class—See Advisor by Noon. |
| Sat., March 12 thru | Mid-Semester Examinations. |
| Sun., March 20 | Second Eight Weeks Classes begin. |
| Mon., March 21 | Mid-Semester Grades due 9:00 am. |
| Mon., March 28 | Spring Recess. |
| Fri., April 1 | Mid-Semester Grades Distributed by Advisors. |
| | Last day to Drop a Full Semester Class—See Advisor by Noon. |
| | Last day to Apply for December 1988 Graduation. |

| | |
|---------------------|---|
| Mon., April 11 thru | Academic Advisement for Continuing Students. |
| Fri., April 15 | Room Reservation Payment Day for Fall 1988. |
| Thurs., April 14 | |
| Mon., April 18 thru | |
| Fri., April 22 | Early Registration for Fall 1988. |
| Fri., April 22 | Last day to Drop a 2nd 8 Weeks Class—See Advisor by Noon. |
| Sat., April 23 | Early Registration for Freshmen, Group I. |
| Mon., May 2 thru | |
| Fri., May 6 | Final Examinations. |
| Mon., May 9 | Second Semester Grades Due 9:00 am. and End of Second Semester. |
| Fri., May 13 | Divisional Offices Close. |
| Sat., May 14 | Commencement. |

1988-89 ACADEMIC YEAR CALENDAR

Summer Session 1988

| | |
|-----------------|--|
| Tues., May 31 | Registration and Payment for First Summer Term, 1:30-4:00 pm. |
| Wed., June 1 | Classes begin First Summer Term and Night. |
| Thurs., June 2 | Late Registration and Drop/Add (Late Fee Applies). |
| Fri., June 17 | Last day for Late Registration and/or to Add a Class (Late Fee Applies). |
| Thurs., June 23 | Last day to Drop a First Summer Term Class. |
| Fri., June 24 | Early Registration for Transfers and Readmits. |
| Mon., June 27 | Last day to Apply for Summer 1988 Graduation. |
| Thurs., June 30 | Early Registration for Freshman, Group II. |
| Fri., July 1 | Early Registration for Freshmen, Group III. |
| Mon., July 4 | Last day to Drop a Night Class. |
| Tues., July 5 | Day Classes end, First Summer Term. |
| Wed., July 6 | Holiday. |
| Thurs., July 7 | Grades due, 9:00 am, First Summer Term. |
| Thurs., July 14 | Registration and Payment for Second Summer Term, 1:30-4:00 pm. |
| Mon., July 18 | Classes begin Second Summer Term. |
| Fri., July 22 | Late Registration and Drop/Add (Late Fee Applies). |
| Fri., Aug. 5 | Last day for Late Registration and/or to Add a Class (Late Fee Applies). |
| Mon., Aug. 8 | TR Night Classes end. |
| | MW Night Classes end. |
| | Last day to Drop a Second Summer Term Class. |
| | Classes end, Second Summer Term. |
| | Night Classes and Second Summer Term Grades due, 9:00 am. |

| First Semester Fall 1988 | |
|---------------------------------|---|
| Fri., Aug. 5 | Postmark Due Date, Payment by Mail—Fall, 1988. |
| Mon., Aug. 15 | Divisional Offices Open. |
| Wed., Aug. 17 | Night Registration, 6:00 pm. |
| Thurs., Aug. 18 | Payment for Early Registered Students, 8:30 am-4:00 pm. |
| Fri., Aug. 19 | Faculty Report for Fall Semester. |
| Mon., Aug. 22 | Opening Faculty Meetings, Orientation, Academic Advisement, Registration and Payment for all Non-Early Registered Students. |
| Wed., Aug. 24 | Annual President's Dinner for Faculty and Spouses. |
| Fri., Aug. 26 | Classes begin. Late Registration (Late Fee Applies). |
| Mon., Sept. 5 | Drop/Add begins. |
| Fri., Sept. 30 | Last day to Add a Class. See Advisor by Noon. |
| Mon., Oct. 10 thru | Last day for Late Registration. |
| Thurs., Oct. 13 | Labor Day, Holiday. |
| Fri., Oct. 14 | Last day to Drop a 1st 8 Weeks Class—See Advisor by Noon. |
| Mon., Oct. 17 | Mid-Semester Examinations. |
| Tues., Oct. 18 | Mid-Semester Break (Date Subject to Change). |
| Thurs., Oct. 25 | Second Eight Weeks Classes begin. |
| Fri., Oct. 28 | Mid-Semester Grades due 9:00 am. |
| Tues., Nov. 1 | Mid-Semester Grades Distributed by Advisors. |
| Mon., Nov. 7 thru | Last day to Apply for May 1989 Graduation. |
| Fri., Nov. 11 | Last day to Drop a Full Semester Class—See Advisor by Noon. |
| Thurs., Nov. 10 | Academic Advisement for Continuing Students. |
| Mon., Nov. 14 thru | Room Reservation Payment Day. |
| Fri., Nov. 18 | Early Registration for Spring 1988. |
| Wed., Nov. 23 thru | Thanksgiving Recess. |
| Sun., Nov. 27 | Last day to Drop a 2nd 8 Weeks Class—See Advisor by Noon. |
| Fri., Dec. 2 | Postmark Due Date, Payment by Mail—Spring 1988. |
| Mon., Dec. 12 thru | Final Examinations. |
| Fri., Dec. 16 | Divisional Offices Close. |
| Fri., Dec. 16 | First Semester Grades due 9:00 am and End of First Semester. |
| Mon., Dec. 19 | Second Semester Spring 1989 |
| Wed., Jan. 11 | Divisional Offices Open. |
| Thurs., Jan. 12 | Payment for Early Registered Students, 8:30 am-4:00 pm. |
| Fri., Jan. 13 | Orientation, Academic Advisement, Registration and Payment for all Non-Early Registered Students. |
| Mon., Jan. 16 | Faculty Report for Spring Semester. |
| | Classes begin. Late Registration (Late Fee Applies). |
| | Drop/Add begins. |

Wed., Jan. 18
Fri., Jan. 20
Fri., Feb. 24

Mon., March 6 thru
 Fri., March 10
Mon., March 13

Sat., March 18 thru
 Sun., March 26
Mon., March 27
Mon., April 3

Fri., April 7
Thurs., April 13
Mon., April 10 thru
 Fri., April 14
Mon., April 17 thru
 Fri., April 21
Sat., April 22
Fri., April 28

Mon., May 8 thru
 Fri., May 12
Mon., May 15

Fri., May 19
Sat., May 20

Last day to Add a Class. See Faculty Advisor by Noon.
Last day for Late Registration.
Last day to Drop a 1st 8 Weeks Class—See Advisor by Noon.

Mid-Semester Examinations.
Second Eight Weeks Classes begin.
Mid-Semester Grades due 9:00 am.

Spring Recess.
Mid-Semester Grades Distributed by Advisors.
Last day to Drop a Full Semester Class—See Advisor by Noon.
Last day to Apply for December 1989 Graduation.
Room Reservation Payment Day for Fall 1989.

Academic Advisement for Continuing Students.

Early Registration for Fall 1989.
Early Registration for Freshmen, Group I.
Last day to Drop a 2nd 8 Weeks Class—See Advisor by Noon.

Final Examinations.
Second Semester Grades due 9:00 am and End of Second Semester.
Divisional Offices Close.
Commencement.





SECTION I

GENERAL INFORMATION

AN INTRODUCTION TO THE COLLEGE

Shepherd College is a state-supported institution within the West Virginia system of higher education. From its beginnings over a century ago, the College has evolved into a comprehensive center of higher learning, serving a number of related, yet distinct roles:

- The College offers Bachelor of Arts and Bachelor of Science degrees in a wide range of fields, encompassing the liberal arts, business administration, teacher education, the social and natural sciences, and other career-oriented areas.
- The College offers a diverse selection of programs leading to Associate degrees. Plans are being developed to expand further the variety of career-oriented programs available to students whose immediate objective is not a baccalaureate degree.
- The College provides credit courses for individuals with no degree aspirations, but who seek to broaden and update their knowledge in either familiar or new fields of intellectual endeavor.
- For the northern Shenandoah Valley region as a whole, the College is a center for non-credit continuing education, public service, and convenient citizen access to extensive programs in art, music, athletics, and other areas of public interest.

Shepherd College has a responsibility to extend its resources beyond the campus, bringing higher education closer to those who seek it. The College has an administrative center in Petersburg, West Virginia to serve the South Branch Valley counties of the state. Courses are offered regularly at locations away from Shepherdstown, providing college-level study to people throughout Eastern West Virginia and the surrounding region.

ACCREDITATION

The College is accredited by the North Central Association of Colleges and Secondary Schools. Individual programs are accredited by the National Council for Accreditation of Teacher Education, the Council on Social Work Education, the West Virginia State Department of Education, the West Virginia State Board of Examiners for Registered Nurses, and the National League for Nursing.

SCENIC AND HISTORIC LOCATION

Shepherd College is situated in the Shenandoah Valley, on the banks of the Potomac River, in historic Shepherdstown, West Virginia. The oldest town in the state, Shepherdstown is a quaint college community, with the town and campus combining to offer a unique learning-living environment.

Located in the Eastern Panhandle of West Virginia, Shepherdstown is within 20 miles of nearby Maryland, Pennsylvania, and Virginia. It is only 65 miles from the metropolitan areas of Washington, D.C. and Baltimore, Maryland. Within a short hike or drive of the campus are such well-known historic landmarks as Harpers Ferry and the Antietam Battlefield. Across the Potomac River from the campus is the Chesapeake and Ohio Canal National Historical Park. The C and O Canal Historical Trail, developed along the towpath of the old canal, is a beautiful recreational sanctuary, extending 180 miles from Cumberland, Maryland to Georgetown, in the Nation's Capital.

The relationship of the College to the surrounding area is evident in many different ways. The Shenandoah Valley region is rich with American history. The United States Capitol and numerous other federal and state facilities are easily accessible. Richmond and Williamsburg, Virginia, as well as New York and Philadelphia, are all within a few hours drive of Shepherdstown. Guest lecturers and performers, field trips, internships, and career opportunities are advantages directly related to the location of Shepherd College.

HISTORY OF THE COLLEGE

Shepherd College began when the county seat of Jefferson County, West Virginia was moved from Shepherdstown to Charles Town in July, 1871. The people of Shepherdstown and vicinity decided to use the vacated courthouse for educational purposes. An article of incorporation for a school to be known as Shepherd College, designed to instruct students "in languages, arts and sciences," was drawn up and signed by C.W. Andrews, A.R. Boteler, C.T. Butler, G.M. Beltzhoover, David Billmyer, Samuel Knott, and Henry Shepherd. This body of incorporators gave itself power to elect instructors, pay salaries, and prescribe courses of study. Professor Joseph McMurran was appointed first principal of the institution, which opened with forty-two students in September 1871, under the authority of the Board of Trustees.

On February 27, 1872, the Legislature of West Virginia passed the following act: "That a branch of the State Normal School be and the same is hereby established at the building known as Shepherd College, in Shepherdstown, in the county of Jefferson."

Shepherd College became a four-year college for the training of teachers on July 1, 1930, at which time the institution began granting the Bachelor of Arts degree. Shepherd was authorized to implement liberal arts programs in 1943, and in 1950 the Bachelor of Science degree was added.

Also in 1950, Shepherd was accredited by the North Central Association of Colleges and Secondary Schools, and in 1951, it became a member of the Association of American Colleges. Accreditation was received from the National Council for the Accreditation of Teacher Education in 1954.

In recent years, other programs, including Social Welfare and Nursing, have been accredited, with all the college's programs having their accreditation renewed regularly.

Growth, both physical and academic, characterize Shepherd's history in the past two decades. Now the fastest-growing institution in West Virginia, Shepherd's enrollment has increased by more than 2,500 students and nine new buildings have been added since the mid-1960's. Academic programs now are available in 70 different fields.

THE OBJECTIVES OF SHEPHERD COLLEGE

The College aims to provide students with a general education which will enable them to succeed, personally and professionally, in today's complex society and to prepare them for entry into satisfying careers. The burden of accomplishment rests on the student, but the faculty and staff desire to render every assistance in increasing the student's ability to understand society, communicate orally and in writing, analyze data, synthesize knowledge, understand and be able to use the methods of inquiry of the various disciplines, and develop a personal code of ethics and a philosophy of life.

Faculty and students enjoy complete freedom to search for truth and state their opinions without restraint from political creeds, religious doctrines, economic pressures, or personal biases. The faculty seeks to encourage students in their intellectual and personal development.

THE LIBRARY

The Ruth Scarborough Library collection is composed of varied materials, which number approximately 250,000. Printed and microtext materials comprise the majority of the collection. The holdings include about 149,000 books and bound periodicals, which are supplemented by books and periodicals on some 68,000 microfiche and micro-film reels. Other parts of the collection include phonograph records, cassette and reel tapes, filmstrips, slides, media kits, loopfilms, and video cassettes. The library currently subscribes to 814 periodicals and newspapers. Since 1972, the library has been a selective depository for Federal government publications and regularly receives West Virginia state government publications. The three-story, air-conditioned structure, which the library occupied in October 1965, is designed as a place of study, particularly for independent study and research. The accommodations for study include reading rooms, group study rooms, and individual study carrels and cubicles. A phonograph record listening area, an area for viewing visual materials, and a microtext reading area are available. The West Virginia Room houses a special collection of printed materials relating to the State.





SUMMER SESSION

The summer session at Shepherd College is an integral part of the College year. All general College requirements relating to high academic standards, sound scholarship, and good citizenship apply in the summer just as in the regular academic year. The summer session is organized into two terms of five weeks each.

OFF-CAMPUS PROGRAM

In order to serve the educational needs of the citizens of the eight eastern counties of West Virginia, Shepherd College organizes and conducts courses at convenient and accessible off-campus sites throughout the region. All off-campus coursework, scheduling, and staffing requirements are commensurate with those adopted for on-campus programs. Credits earned in off-campus courses are equivalent to residential credits, reflecting the standards of excellence long associated with Shepherd College.

To serve Grant, Hampshire, Hardy, Mineral, and Pendleton Counties more effectively, Shepherd College has established an administrative center for off-campus instruction at Petersburg. Currently, through the **SOUTH BRANCH VALLEY CENTER**, students may complete all course requirements at off-campus sites for certain programs including the Regents Bachelor of Arts degree. Inquiries regarding courses and programs in the South Branch Valley should be directed to the Director of the Center, 115 Virginia Ave., Petersburg, West Virginia 26847.

In Berkeley, Jefferson, and Morgan Counties, off-campus classes are offered as an integral component of the College's regular schedule of instruction. Through the off-campus and evening programs, students may complete virtually all course requirements for certain degrees. Persons interested in courses to be taught off-campus should contact the Assistant Academic Dean.

As a part of the institution's mission to improve and expand career-oriented programs in Eastern West Virginia, the College has developed cooperative educational opportunities with multi-county vocational centers within the region. Under these arrangements, students who complete postsecondary vocational training in specified fields at the cooperating centers may qualify for college credit by competency examination. Details on the cooperative programs are available from the Assistant Academic Dean.

SECTION II

SHEPHERD COLLEGE ADMISSIONS POLICY

GENERAL INFORMATION

Admission to Shepherd College shall be determined without regard to national origin, race, color, religion, sex, physical handicap or financial status. Admission does not guarantee on-campus housing. All correspondence relevant to admission and all credentials in support of an application for a full-time student must be on file at least one (1) month prior to the opening of the semester or term for which the student is applying—**August 1 for the fall semester, December 1 for the spring semester and May 1 for summer terms.**

The admissions and academic personnel of Shepherd College may require enrollment in basic skills courses and programs or other appropriate measures for a student whose high school record and/or standardized test scores indicate a deficiency in certain areas.

The Shepherd College curriculum requires students to pursue a broad secondary program of college preparation which includes the following units: English (Composition, Grammar and Literature), 4 units; Social Science (including American History), 3 units; Laboratory Science (including Biology, Chemistry or Physics), 2 units; Mathematics (Algebra and a higher mathematics course), 2 units; Physical Education, 1 unit; additional elective units to equal a minimum of 20 units (21 units for students graduating from high school in 1989 and thereafter) or the State requirement for high school graduation. Two units of a foreign language and a computer course are recommended as electives.

All students pursuing a program of study must submit the following credentials to be considered for admission to Shepherd College: Application for Admission, high school transcript or two final college transcripts from each college attended, and American College Test or Scholastic Aptitude Test scores (freshmen applicants only). In addition, college transfer students must submit a Student Personnel Record Form completed by the Student Affairs Office of the college last attended.

A separate residence hall application is required from all students desiring to live in a college residence hall. This application form is available from the Admissions Office and should be submitted to the Housing office along with a \$50 damage deposit, after admission to the college has been granted. Since on-campus housing is limited, and the demand for it is high, applicants should file their residence hall application and damage deposit prior to March 1.

Few students who apply after March 1 find space available. A \$100 advanced rental payment is required at the April or June orientation sessions from those applicants desiring to have guaranteed housing. This \$100 advanced payment is subtracted from the fall semester rental charge.

For those students who make advanced payment on rent, housing assignments are made in chronological order based on the date appearing on the receipt for the \$50.00 damage deposit. Deposit receipts are written after the student has been admitted to the College; the date that the residence hall housing application and \$50.00 damage deposit are received by the Housing Office does influence housing assignments.

The College reserves the right to deny admission or readmission to any individual whose needs it does not feel qualified to meet. Individuals wishing to appeal an admissions decision or who wish an exception to the admissions policy may write to the Admissions and Credits Committee at Shepherd College to request the appeal or policy exception.

Admission to Shepherd College does not guarantee admission to any field of study. Students seeking admission into programs which have limited enrollments must apply for admission to the individual programs as well as to the College for general admission. Departmental application forms must be submitted directly to the department chairpersons by specified dates; additional information on admission to limited enrollment programs will be found in the following pages of this section.

Shepherd College is required by Section 904, Title IX, Education Amendments of 1972, not to deny admission on the ground of blindness or severely impaired vision, by 45 CFR 84, Subpart E, Section 84.42 and by Section 504, Rehabilitation Act of 1973 not to deny admission on basis of handicap, by 45 CFR 90, 91 not to deny admission on the basis of age, and by 45 CFR 86, Subpart C, Section 86.21 not to deny admission on basis of sex. By Title VI of the Civil Rights Act of 1964, no person shall be subjected to discrimination on the ground of race, color, or national origin.

ADMISSION TO THE COMMUNITY COLLEGE COMPONENT

Through the Community College Component of Shepherd College, individuals may enroll in coursework leading to an associate degree in either college transfer or occupational/technical curriculums if they have a high school diploma or GED. Persons not seeking a formal degree program also may enroll in coursework as well as those persons who seek to develop basic academic skills prior to applying for admission into degree programs.

Persons not seeking a formal degree program also may enroll as special non-degree students in courses for which they are qualified if they possess a high school diploma or GED diploma. If at a later date these persons decide to work toward a formal degree program, they will be required to submit all documents (transcripts, test scores, etc.) as part of their admission procedures for the degree program.

Individuals seeking a degree program who do not meet the stated admissions requirements for degree programs may enroll in the Academic Foundations Program which assists students in improving reading, mathematics, communications, and study skills essential for college success. Upon successful completion of the Academic Foundations Program, a student will work toward fulfilling curricular requirements in a selected degree program and be assigned an academic advisor in that area.

Associate degree programs are offered in a variety of fields of study, preparing individuals for transfer to a baccalaureate program or employment in particular occupations. Admissions requirements for the associate degree programs are listed under the appropriate headings of this policy. Students may enroll in baccalaureate degree programs from the college transfer programs if they meet the stated admissions requirements.

ADMISSION OF HIGH SCHOOL GRADUATES INSTATE (WEST VIRGINIA RESIDENT) STUDENTS

All residents of the State of West Virginia who are graduates of accredited or approved high schools are eligible for admission to degree programs at Shepherd College if they meet the following requirements: have a high school grade point average of 2.00 or better after the sixth (6th) semester and have minimum ACT test scores of 14 or appropriate SAT Test Scores. Applicants who have been graduated from high school for more than five (5) years at the time of application for admission do not need the ACT or SAT tests except for admission to the engineering or nursing programs. Non-high school graduates whose senior class has graduated one year previously may be admitted if they present a GED diploma.

Freshman applicants for admission who have been graduated from high school one or more years prior to applying for admission must include a resume of their activities (employment, military service, etc.) from the time of high school graduation until planned enrollment at Shepherd College. This information should be submitted with the admissions application form and should be written on a separate sheet of paper.

ACADEMIC FOUNDATIONS PROGRAM

The Academic Foundations Program at Shepherd has been designed to bridge the gap between high school and college for interested students who do not meet the admissions standards outlined previously. Through courses in reading and study skills, composition and mathematics, the program can help young and older adults who wish to attend college but whose skills need further development. Admission to Shepherd through the Academic Foundations Program is based on the results of a personal interview and various placement tests.

Additionally, other applicants to Shepherd College degree programs may be referred by the Office of Admissions to the Office of Advisement and Learning Support Services for assessment to determine placement in Academic Foundations coursework. Based on the results of this evaluation, recommendation for regular admission or admission through the Academic Foundations Program will be made.

Students who gain admission through the Foundations Program must satisfactorily complete the required Foundations courses within two semesters of enrollment in order to continue their studies. Satisfactory completion is defined as a minimum of 2.0 in each prescribed Academic Foundations course.

The program provides a supportive environment in which to learn, featuring individualized instruction and learning assistance sessions outside of class. Completion of the Academic Foundations Program will assist students in being academically prepared to pursue a Shepherd College degree. Additional information about the Academic Foundations Program may be obtained through the Program Director.

OUT-OF STATE (NON-WEST VIRGINIA RESIDENT) STUDENTS

All residents of states other than West Virginia who are graduates of accredited or approved high schools may be considered for admission to degree programs at Shepherd College if they meet the following requirements: have a high school grade point average of 2.50 or better after the sixth (6th) semester and have a minimum test score of 18 on the American College Test (ACT) or a minimum score of 860 on the Scholastic Aptitude Test (SAT).

Applicants who have been graduated from high school for more than five (5) years at the time of application for admission do not need ACT or SAT scores except for admission to the engineering or nursing programs.

Freshman applicants for admission who have been graduated from high school one or more years prior to applying for admission must include a resume of their activities (employment, military service, etc.) from the time of high school graduation until planned enrollment at Shepherd College. This information should be submitted with the admissions application form and should be written on a separate sheet of paper.

ADMISSION OF STUDENTS FROM NON-ACCREDITED/APPROVED HIGH SCHOOLS

Applicants for admission to Shepherd College who are graduates of high schools which are not accredited by a regional accrediting agency or not approved by the State Board of Education of the state in which they are located must submit scores from the General Educational Development (GED) Test to be considered for admission. Applicants will be considered for admission if they attain a standard score of 40 (which is the State requirement for a high school diploma) on each of the five parts of the GED Test, or an average standard score of 45 or above on the entire test. Copies of the applicant's high school transcript, American College Test (ACT) or Scholastic Aptitude Test (SAT) scores and GED Test scores must be sent directly to the Director of Admissions at Shepherd College by the high school counselor and testing centers.

EARLY ADMISSION PLAN

Secondary school students with superior ability and maturity are eligible for admission to Shepherd College after completion of three years of secondary school. They must be endorsed by their high school principal and counselor, have a high school grade point average of 3.50 and scores of 28 or better on the American College Test (ACT) or a score of 1200 or better on the Scholastic Aptitude Test (SAT). Applicants must be mature enough to make adequate adjustment to college life. Emphasis is placed, therefore, on the high school record, recommendations from high school personnel, and the student's personal interviews with Shepherd College Admissions and Student Affairs staff members. Once admitted, early entrants have the same status as other students; they take regular college programs and are required to meet the usual standards of performance. They are eligible for College financial aid on equal terms with entering high school graduates. Individuals desiring information about the Early Admission program should contact the Director of Admissions.

EARLY ACTION PLAN

Shepherd College offers an Early Action Plan to students whose first choice of colleges is Shepherd. This plan is designed to reduce the burden of the admissions process for those applicants who are considered highly desirable for admission by the College and who fully intend to matriculate. A student applying for admission under the Early Action Plan should possess high academic qualifications, and have a minimum grade of B (3.00) at the end of the sixth semester of high school. These students must meet all the admissions requirements outlined in the College catalog. Under this plan, a qualified applicant should receive notice of acceptance by November 15. Students interested in applying under the Early Action Plan should write to the Admissions Office at Shepherd College for further information.

ADMISSION BY G.E.D. TEST

Non-high school graduates (veterans and persons over the age of 19 who have been out of high school at least one year or whose senior class has graduated one year previously) may be admitted if they attain a standard score of 40 (which is the state requirement for a diploma) on each of the five parts of the General Education Department Test or an average standard score of 45 or above on the entire test. GED scores must be sent directly to the Director of Admissions from the testing center or County Superintendent of Schools.

Applicants for admission who have held the GED more than five (5) years at the time of application for admission do not need ACT or SAT scores except for admission to the engineering or nursing programs. Applicants holding the GED less than five (5) years must submit scores from either the ACT or SAT test.

ADMISSION TO LIMITED ENROLLMENT PROGRAMS

ADMISSION TO THE ENGINEERING PROGRAM

Students seeking admission into the Associate of Science degree program in Engineering at Shepherd College must meet the general requirements for admission to the College. They also must meet the following additional requirements for admission into the Engineering program which has a limited enrollment:

1. Submit a Department of Engineering application for admission into the Associate of Science degree program.
2. Have a cumulative high school grade point average of 3.00 or better for West Virginia applicants or 3.40 or better for out-of-state applicants.
3. Have grades of "B" (3.00) in the following high school courses: Chemistry, Physics, Algebra I and II, Plane Geometry and Trigonometry.
4. Have completed four years of English (grammar preferred).
5. West Virginia applicants must have minimum mathematics scores of 24 on the ACT or 510 on the SAT test; Out-of-State applicants must have minimum mathematics scores of 28 on the ACT or 600 on the SAT test.

Students not meeting the above listed requirements at high school graduation may be admitted to the program on an individual basis upon satisfactory completion of appropriate similar college courses.



ADMISSION TO THE NURSING PROGRAMS

Associate of Science Degree in Nursing

Students seeking admission into the Associate of Science Degree Program in Nursing at Shepherd College must meet the general requirements for admission to the College. They must submit:

1. The application for admission to Shepherd College.
2. Transcripts of high school work showing a grade point average of 2.5 or better or transcripts showing previous college work with a grade point average of 2.00 or better. If GED is taken, submit the results.
3. Freshman applicants must have minimum American College Test (ACT) scores of 18 or Scholastic Aptitude Test (SAT) scores of 860.

After completing all of the above steps, the student also must complete the following **BY FEBRUARY 1:**

1. Submit a Department of Nursing application for admission into the Associate of Science Degree Program.
2. Submit a letter of reference from someone able to assess the applicant's potential success in nursing.
3. Arrange for a personal interview with the Director of Nursing Education.
4. Sit for proficiency examinations in English and Mathematics as a part of the on-campus interview.
5. Prior to admission, submit a current health form to the Nursing Department.

Bachelor of Science Degree in Nursing

The generic student seeking enrollment in the Bachelor of Science Degree in Nursing Program must meet the requirements for admission as stated in the college catalog. Freshman and sophomore students will be designated as "pre-nursing" students and must be advised by nursing faculty.

Students would be candidates for admission into the Nursing Program in the Spring of their sophomore year upon meeting the following criteria:

1. Eligible to complete the 63 lower division course hours as identified in pre-nursing curriculum prior to matriculation.
2. Has completed 86-231, Introduction to Nursing.
3. A minimum grade point average of 2.5.
4. Submit a Department of Nursing Education application for admission into the Bachelor of Science Program.
5. A personal interview with the Director of Nursing Education.

In addition to the above, the RN student must meet the following requirements:

1. Hold Active RN Licensure.
2. One (1) year's work experience as an RN is recommended.
3. Two (2) written references: one (1) professional, one (1) academic.

COLLEGE TRANSFER STUDENTS

Any applicant for admission to Shepherd College who has attended another institution of collegiate rank will be classified as a transfer student, whether or not credit was earned. **The College does not, under any condition, disregard college or university courses taken or credits earned elsewhere.** Credit earned at other accredited colleges and universities will be allowed toward a degree at Shepherd College if applicable. College transfer students are required to have a 2.00 or better overall grade point average on all courses attempted and eligibility to return to their former colleges. **A student who is on either academic or social probation at another institution is not eligible for admission to Shepherd College.** Individuals who have been out of college for a period of at least two-full academic years (24 months) may be considered for admission on academic probation if their grade point average is less than 2.00; during the period of probation, the individual must meet the regulations of the probation policy in effect at the time of attendance. Applicants who have completed less than twelve (12) semester or eighteen (18) quarter hours of coursework must submit copies of their high school transcript and ACT or SAT scores in addition to the required college transcripts. Both high school and college credentials will be used in the admissions evaluation.

All grades and credits transferred to Shepherd College are posted on the student's permanent record exactly as received from all other colleges. For admission purposes all grades on the student's transcript(s) will be used in computing the grade point average. Transcripts must be mailed directly to Shepherd from all colleges which the prospective student has previously attended. Transcripts received by Shepherd become the property of the College and cannot be returned to the student. Graduates of regionally accredited junior or community colleges are assigned a maximum of seventy-two (72) semester hours of credit. Credits from colleges that do not have regional accreditation are assigned on the following basis: Shepherd College will assign credits on the basis used by the state university in the state where the unaccredited college is located.

After enrollment at Shepherd College, a student may not transfer to this institution any courses in major or teaching fields.

Students planning to enter teacher education should be aware that although a 2.00 is required for admission to the College, this grade point average is not high enough for entrance into the professional education block courses. Students planning to enter elementary education must have a minimum 2.30 grade point average in their field of study, and students planning to enter secondary education must have a minimum grade point average of 2.50 in their respective teaching fields.

RE-ADMISSION OF STUDENTS

An application for admission must be completed by any individual who was not enrolled the semester immediately preceding intended readmission to Shepherd. A health record is valid for five years after original submission. Residence hall applications and deposit checks of \$50.00 should be submitted after readmission to the institution has been granted if on-campus housing is desired. Students who have been academically suspended from the College should be sure that they are eligible for readmission prior to the submission of the application form.

Applicants for readmission who have been academically suspended, who have been placed on academic probation or who have below a 2.00 grade point average will be required to meet with the Director of Advisement and Learning Support Services before the Admissions Office may process the readmission application. The meeting will introduce the student to the varied services of the Study Center and determine through placement testing if the applicant can benefit from services provided by the Study Center. Based on the results of these assessments, enrollment in and successful completion of the **Developing College Reading Skills** course during the first semester of re-enrollment may be required. Since testing and evaluation of the test results requires several days, students should submit readmission applications at least one month prior to the beginning of the term in which they wish to return to Shepherd College and schedule the appropriate meeting with the Study Center Director.

HANDICAPPED STUDENTS

By section 504 of the Rehabilitation Act of 1973, and by 45 CFR 84, "nondiscrimination on Basis of Handicap," Shepherd College practices nondiscrimination on basis of handicap in the areas of employment, program accessibility, admissions, accessibility of physical facilities, treatment of students, academic and adjustments, housing, financial aid, employment assistance to students, and in non-academic services. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program sponsored by the college.

College officials desire to provide every possible assistance to handicapped students. To do this, however, they must have reasonable notice of the special accommodations they will be asked to provide. Inquiries or requests should be directed to the Office of Student Affairs.

ADMISSION OF FOREIGN STUDENTS

Applications from foreign students should be submitted at least six (6) months prior to the opening of the semester in which the applicant desires to enter. To be admitted, the foreign student must demonstrate proficiency in both written and spoken English. Such proficiency can be established by the successful completion of the **Test of English as a Foreign Language (TOEFL)**, administered by the Educational Testing Service, Princeton, New Jersey 08540. A score of at least **550** on this test is required for admission to Shepherd College. Information concerning this test can be secured through the United States Embassies and Consulates throughout the world or by writing to TOEFL, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The applicant must file an application for admission, a health form, and an official transcript of all academic credits and grades. This transcript must be sent directly to the Office of Admissions at Shepherd College by the institution the applicant last attended. Scholastic attainment must be equivalent to that of a high school graduate in the United States. Freshman applicants must also submit scores from the American College Test (ACT) with a score of 18 or better or Scholastic Aptitude Test (SAT) scores of 860 or better. Decisions about admission cannot be made until complete records have been received by Shepherd College and reviewed by the U.S. Office of Education, International Division, Washington, D.C.

Advising for foreign students is provided in the Office of Student Affairs.

Since no financial assistance is available to foreign students attending Shepherd College, arrangements for all expenses should be made in the student's native country.

TRANSIENT STUDENTS

Students who desire to enroll as TRANSIENT STUDENTS may do so upon the submission of a Letter of Good Standing mailed directly to the Office of Admissions at Shepherd College from the institution which the student last attended. Also required is the submission of an application for admission at least one month prior to the opening of the semester in which the student decides to enroll.

SPECIAL STUDENTS

Persons may be considered for admission as special students upon completing an application. Special students may enroll in those courses for which they are qualified. If at a later date, special students decide to work toward a degree at Shepherd College, they must submit all documents (transcripts, test scores, etc.) required and be admitted as degree candidates. Transcripts may be required to evaluate competencies before enrolling in certain courses.

AUDITING COLLEGE COURSES

A student may audit a college course by making application in the Office of Admissions as an auditor. An auditor is expected to comply with the instructor's attendance policy. Regular college fees are charged for persons auditing a course.

HIGH SCHOOL SENIOR PROGRAM

The Shepherd College High School Senior Program offers a stimulating experience to outstanding and highly motivated high school students enrolled in local secondary schools. To enroll in college classes, students must submit an application for admission, and a letter of recommendation from the high school principal or guidance counselor.

The High School Senior Program can admit only a limited number of students who meet its standards. Applicants who are completing or have completed their junior year of high school will be screened for ability, interests, initiative, emotional stability, and social maturity.

Students enroll in regular college courses under the same regulations which apply to all undergraduate students registered for credit at Shepherd College. Depending on background, aptitudes, and recommendations from high school personnel, the student may choose a wide variety of college courses. Because a major purpose of this program is to ensure a complete and realistic introduction to college studies, only a limited number of students are admitted to any one section of a course.

Students apply for enrollment at Shepherd College in the program, using the Special Admission application form. Applicants should submit the completed Special Admission application form to their guidance counselor who will attach the letter of recommendation and forward to Shepherd College. Officials of Shepherd College must approve the specific courses in which the students enroll.

Credit earned in the High School Senior Program is applicable toward a degree at Shepherd College. The credits are transferrable, depending on the policies of the receiving institutions.

Questions concerning the Shepherd College High School Senior Program should be directed to the Assistant Academic Dean.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

Shepherd College has been designated as an institutional member of Service-members Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Shepherd recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of thirteen leading national higher education associations; it is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

COLLEGE CREDIT FOR MILITARY SERVICE

Shepherd College will grant four (4) semester hours credit to individuals who present a copy of their DD-214 Form after completing a minimum of one year of active military service. This credit shall be assigned to physical education, hygiene, military training, or appropriate electives. The four semester hours allowed for basic or recruit training may be counted as lower division physical education unassigned, or may be counted toward the following requirements: two hours, Health Education; two hours, First Aid; four hours, Recreational Activities; four hours, Team Sports.

Correspondence work completed at accredited institutions of higher learning cooperating with the Armed Forces Institute is accepted by colleges in West Virginia. The amount of credit allowed by the institution where credit was earned, however must not exceed 28 semester hours.

WAIVING FRESHMAN ENGLISH

Students who score well on the English Placement Exam are notified that they are eligible to attempt to waive 60-101 Written English. Students interested in exercising this option should go immediately to the chairman of the Freshman Waiver Committee, who will administer a written examination. If successful, students may proceed directly to 60-102 Written English. No credit is allowed for the waived course; students are expected to take an upper-division English course as a substitute. (This substitute would normally be taken during the junior or senior year of study.)

CLEP TESTS

Students are awarded credit for the successful completion of any or all of the CLEP Subject Examinations. To obtain credit for an examination, Shepherd College has established a minimum score for each CLEP Test.

Students currently enrolled at Shepherd College may take the CLEP examinations on campus. Persons desiring to enroll at Shepherd College, who wish CLEP credit as part of their admission, must take the examinations at another testing center. At present, the closest center to Shepherd College is located at Frederick Community College, Frederick, Maryland.

TRANSFER ARTICULATION AGREEMENTS

Shepherd College has developed transfer articulation agreements with many regional two-year and community colleges. These agreements facilitate the transferring of credits among participating institutions. Students may consult these documents for information on specific course-by-course transfer and are urged to do so early in planning their college programs.

Class standing at Shepherd College is based on the semester or quarter-hours transferable to Shepherd.

Articulation agreements have been or are being developed with the following institutions:

Allegany Community College, Cumberland, Maryland
Anne Arundel Community College, Arnold, Maryland
Catonsville Community College, Catonsville, Maryland
Cecil Community College, North East, Maryland
Chesapeake College, Wye Mills, Maryland
Dundalk Community College, Dundalk, Maryland
Essex Community College, Baltimore County, Maryland
Frederick Community College, Frederick, Maryland
Garrett Community College, McHenry, Maryland
Hagerstown Junior College, Hagerstown, Maryland
Harford Community College, Bel Air, Maryland
Howard Community College, Columbia, Maryland
Lord Fairfax Community College, Middletown, Virginia
Montgomery College, Rockville, Takoma Park, and Germantown, Maryland
Northern Virginia Community College, Annandale, Alexandria, Sterling, Manassas, and Woodbridge, Virginia
Parkersburg Community College, Parkersburg, West Virginia
Potomac State College, Keyser, West Virginia
Prince Georges Community College, Largo, Maryland
Southern Seminary Junior College, Buena Vista, Virginia
Southern West Virginia Community College, Logan and Williamson, West Virginia
Virginia Community College System, Richmond, Virginia
West Virginia Northern Community College, Wheeling and Weirton, West Virginia

Applicants interested in the details of these articulation agreements should contact one of the colleges involved or the Office of Admissions at Shepherd College. Officials of other institutions desiring articulation agreements with Shepherd College should contact the Director of Admissions at Shepherd.

DELAYED ENROLLMENT PLAN

Students who are offered admission to the freshman class at Shepherd College may postpone their enrollment for one year. Admitted freshmen who choose this option must submit a letter requesting that their application be reconsidered by January 1 for the fall semester, March 1 for the summer terms, or November 1 for the spring semester. These students are guaranteed space, except in the Engineering and Nursing Programs, if they satisfy previous admission requirements made as conditions of their original admission. They must have an honorable record in the intervening year. Assurance of future admission does not apply to students who enroll in another college or university during the intervening period; in such cases, it is necessary to consider the student as a transfer applicant based on the coursework taken at the other college or university. Students delaying enrollment must complete a new admissions application form to update personal information and their proposed academic program. Students electing the delayed enrollment plan are not guaranteed residence hall housing and must meet established housing application deadlines.

EARLY REGISTRATION, TESTING AND ORIENTATION

Students who have been admitted officially to the College will receive instructions and information from the Office of Admissions regarding the Orientation Program and Registration. An advisor will be appointed for all first-time enrollees. Students should feel free at all times to contact their advisor to plan and discuss their schedule and academic program. Advisors are chosen in the field in which the student is majoring. Ordinarily, students have the same advisor until graduation unless they change their field of study.

New freshmen and transfer students entering Shepherd College for the first time may attend an early registration and testing session held on one of several dates in April or June. Students attending these sessions meet with their academic advisors, plan their fall course schedules, and register for their fall semester courses. Students also take mathematics and English placement tests at this time.

An orientation program is held prior to classes during August and January of each year. All new students are required to attend.

ADMISSION APPLICATION PROCEDURES

Prospective students may obtain admission application materials by calling or writing the Admissions Office, Shepherd College, Shepherdstown, West Virginia 25443. The applicant must complete the admission application form and return it to the Admissions Office. Applicants desiring residence hall housing should submit their residence hall housing application and the \$50.00 damage deposit after admission to the College has been granted. A health form completed by the family physician also is required, prior to the beginning of classes. Students desiring financial aid should complete and return the financial aid application directly to the Financial Aid Office by the stated deadlines.

Freshmen applicants should request that their high school transcript, showing all grades and a grade point average, grading scale, and courses taken as well as test scores from the ACT (American College Test) or SAT (Scholastic Aptitude Test), be sent to the Admissions Office by the high school guidance counselor. Transfer students should request official transcripts be sent to the Admissions Office from the Registrar of all institutions attended. Also, the Student Personnel Record form must be completed by the Dean of Students of the last institution attended.

After all application materials and credentials have been received by the Admissions Office, students' applications are evaluated, and students are notified of the acceptance or rejection of their application.

POLICY REGARDING CLASSIFICATION OF RESIDENTS AND NONRESIDENTS FOR ADMISSION AND FEE PURPOSES

The West Virginia Board of Regents, at its meeting October 2, 1981, adopted the following regulations governing the classification of students as residents or nonresidents for admission and fee purposes at all institutions under its jurisdiction.

CLASSIFICATION OF RESIDENTS AND NONRESIDENTS FOR ADMISSION AND FEE PURPOSES

1. General: Students enrolling in a West Virginia public institution of higher education shall be classified as resident or nonresident for admission, tuition and fee purposes by the institutional officer designated by the President. The decision shall be based upon information furnished by the student and all other relevant information. The designated officer is authorized to require such written documents, affidavits, verifications, or other evidence as deemed necessary to establish the domicile of a student. The burden of establishing residency for admission, tuition and fee purposes is upon the student.

If there is a question about residence, the matter must be brought to the attention of the designated officer at least two weeks prior to the deadline for the payment of tuition and fees. Any student found to have made a false or misleading statement concerning residence shall be subject to institutional disciplinary action and will be charged the nonresident fees for each academic term theretofore attended.

2. Residence Determined by Domicile: Domicile within the state means adoption of the state as a fixed permanent home and involves personal residence within the state with no intent on the part of the applicant or, in the case of the dependent student, the applicant's parent(s), to return to another state or country. Residing with relatives (other than parent(s)/legal guardian) does not, in and of itself, cause the student to attain residence in this state for admission or fee payment purposes. West Virginia domicile may be established upon the completion of at least twelve months of continued residence within the state prior to the date of registration, provided that such twelve months residency is not primarily for the purpose of attendance at any institution of higher education in West Virginia.

Establishment of West Virginia domicile with less than twelve months residence prior to the date of registration must be supported by evidence of positive and unequivocal action. Priority consideration normally should be given to such evidence as the purchase of a West Virginia home, full-time employment within the state, paying West Virginia property tax, filing West Virginia income tax returns, registering of motor vehicles in West Virginia, and marriage to a West Virginia resident. Items of lesser importance which might be considered as support factors include registering to vote in West Virginia and the actual exercise of such right, possessing a valid West Virginia driver's license, transferring or establishing local church membership, involvement in local community activities, and various other acts which may give evidence of intent to remain indefinitely within the state. Proof of a number of these actions shall be considered only as evidence which may be used in determining whether or not a domicile has been established. Factors militating against the establishment of West Virginia residency might include such considerations as the student not being self-supporting, being claimed as a dependent on federal or state income tax returns or

the parents' health insurance policy if the parents reside out of state, receiving financial assistance from state student aid programs in other states, and leaving the state when school is not in session.

3. Dependency Status: Dependent students are listed as dependents on the federal or state income tax return of their parent(s) or legal guardian, or who receive major financial support from that person. Such students maintain the same residency as that of the parent(s) or legal guardian. If the parents are divorced or legally separated, dependent students take the residence of the parent with whom they live or to whom they have been assigned by court order. However, a dependent student who enrolls and is properly classified as a resident student maintains that classification as long as the enrollment is continuous and that student does not attain independence and establish domicile in another state.

A nonresident student who becomes independent while attending an institution of higher education in West Virginia does not, by reason of such independence alone, attain residence in this state for admission or fee payment purposes.

4. Change of Residence: Students classified as an out-of-state residents and who seek resident status in West Virginia must assume the burden of providing conclusive evidence that they have established domicile in West Virginia with the intention of making a permanent home in this state. The intent to remain indefinitely in West Virginia is evidenced by not only a person's statements but also by that person's actions. In making a determination regarding a request for change in residency status, the designated institutional officer shall consider those actions referenced in section two above.

5. Military: An individual who is on full-time active military service in another state or a foreign country, or an employee of the federal government, shall be classified as a resident for the purpose of payment of tuition and fees, provided that person established a domicile in West Virginia prior to entrance into federal service, entered the federal service from West Virginia, and has at no time while in federal service claimed or established a domicile in another state. Sworn statements attesting to these conditions may be required. The spouse and dependent children of such individuals also shall be classified as residents of the State of West Virginia for tuition and fee purposes.

Persons assigned to full-time active military service in West Virginia and residing in the state shall be classified as in-state residents for tuition and fee purposes. The spouse and dependent children of such individuals also shall be classified as residents of the State of West Virginia for tuition and fee purposes.

6. Aliens: An alien who is in the United States on a resident visa or who has filed a petition for naturalization in the naturalization court, and who has established a bona fide domicile in West Virginia as defined in section two, may be eligible for resident classification, provided that person is in the state for purposes other than to attempt to qualify for residency status as a student.

7. Local Requirements: Among the factors necessary for consideration of a West Virginia Resident for tuition purposes, Shepherd College requires that a driver's license, voter registration card, and other credentials be obtained *prior* to enrollment at Shepherd College.

8. Local Appeal Process: After the Registrar has rendered a written decision regarding residency for tuition and fee purposes, a student may appeal the decision in writing in not less than ten (10) days nor more than thirty (30) days immediately following the Registrar's decision to the Residency Appeals Committee at Shepherd College. Proceedings of the Residency Appeals Committee shall be taped and available to the President. After a written decision is rendered by the Residency Appeals Committee, a copy shall be given to the student, a copy shall be prepared for the President, and a third copy shall be placed in the student's folder in the Office of the Registrar.

If a student wishes to appeal the decision of the Residency Appeals Committee, the student shall notify the President in writing in not less than ten (10) days nor more than thirty (30) days after notification from the Residency Appeals Committee. Proceedings of the appeal with the President shall be taped and available to the West Virginia Board of Regents. After a written decision is rendered by the President, a copy shall be given to the student and a second copy shall be placed in the student's folder in the Office of the Registrar.

9. Board of Regents Appeal Process: The decision of the President of the institution may be appealed in writing with supporting documentation to the West Virginia Board of Regents. The appeal will be received by the Board of Regents Committee on Appeals.





SECTION III

STUDENT LIFE

The Student Affairs staff at Shepherd College is employed to help enrich student life and to help students reach their educational objectives. Assistance in various forms is provided by the Student Affairs staff. Counselors assist students by helping them to select an appropriate major, plan a career, or solve personal/social problems.

The Student Affairs staff also provides for the physical needs and comforts of the students who live on campus. To this end, the Student Affairs Office is in charge of housing, food service, health services, and campus security. It provides for organized parking and regulates the operation of vehicles on campus.

To help students meet their financial obligations and needs, a member of the Student Affairs staff, the Director of Financial Aid, administers college scholarships, grants, loans, and on-campus student employment.

Programs and activities coordinated by the Student Affairs Staff range from social-recreational programs to creative arts lecture forum-type programs. In addition, there are intramural programs in which all students are invited to participate. Student program boards plan many of the social-recreational activities. Any student in good academic standing is welcome to serve on these boards. The programs and resources of the College Center are under the able administration of a Center Director who is a member of the Student Affairs Staff.

As tradition would have it, certain events coordinated by the Student Affairs Staff highlight the campus calendar annually. These include Homecoming, Parents' Day, Winter Carnival, Student Recognition Day, and Spring Weekend.

Thus, from Orientation Days at the time of enrollment to job placement following graduation, the Student Affairs Staff provides assistance as needed to Shepherd students.

SERVICES ADMINISTERED BY STUDENT AFFAIRS STAFF

ORIENTATION TO COLLEGE

You've heard people say, "Start off on the right foot and the rest is easy." To help students make a smooth transition from high school, home, or work to college, Shepherd conducts a two-phase orientation program. Phase one consists of a one-day spring or summer program which gives new students an opportunity to meet with faculty, discuss their academic program, and schedule classes for the fall semester. Phase two of the program is conducted in the fall and is designed to help new students make a smooth adjustment to college. The college feels that this is important whether the student is newly graduated from high school, is a homemaker, or is entering college from the world of work. Because these programs are designed to help students make a satisfactory adjustment to college, all new students accepted for admission in the fall semester are expected to attend. Dates for the spring and summer programs are announced to newly-admitted students early in the spring.

COUNSELING AND CAREER SERVICES

The Dean of Student Affairs employs a counseling and career services staff to help students develop personally, socially, and intellectually. This staff also is employed to help students refine their career plans, establish a career objective, and move successfully toward that objective.

One of the primary concerns of this staff is that of helping students adjust to the college environment. Confidential treatment of 'personal matters' is the byword in the counseling center.

Employment interviews are scheduled for graduating seniors and alumni. Such interviews are scheduled in both teaching and non-teaching fields. Representatives of business, industry, government, and boards of education are invited to the campus to recruit Shepherd graduates. A listing of off-campus employment is maintained in this office.

Staff members in this office work closely with members of the Office of Academic Advisement.

HOUSING PROGRAMS AND SERVICES

At Shepherd College, residence hall life is considered an important part of the educational program. It is our hope that dorm life will provide opportunities for educational growth and development in areas related to formal studies. Thus, all single students not commuting from home, regardless of age, are required to live in a college residence hall. In the event space is not available in a residence hall, exceptions will be made with the following priority: 1) In cases where a student will suffer a significant hardship because of medical or other good reasons shown; 2) in cases of older students, as, for example, returning military veterans and previously married students; 3) seniors; 4) juniors; and 5) sophomores.

Activities, programs and counseling services are planned and carried out for the benefit of residents, providing them with opportunities to learn to live happily and comfortably within groups. A major value of the experience is learning to live without infringing upon the rights of others. To this end the residence halls have specific standards developed by the staff and residents to assist in group living and citizenship education.

By accepting a room reservation in a residence hall, students agree that they will follow the rules and regulations found in the Residence Hall Manuals and the Student Handbook and will not conduct themselves in any way that will infringe upon the rights and privileges of other individuals or the group.

Rooms are furnished with single beds, dressers, chests, desks, and chairs. Students supply linens (a rental plan is available) pillows, blankets, bedspreads, mattress covers, and accessories to suit their tastes.

The college is not responsible for the personal property of students in a residence hall. Normally, all personal property is removed when a student withdraws, but in unusual circumstances the college will store personal property for two weeks. Any property left two weeks after a student has withdrawn will be discarded.

FOOD SERVICES

To provide for the eating pleasure and nutritional needs of students the College operates a well-equipped Dining Hall. This facility is catered by an outstanding national food catering service. The Dining Hall is located conveniently on Residence Hall Circle between Kenamond and Turner Halls. Off-campus students may take advantage of the College food service by either purchasing a meal ticket from the College Business Office or by paying for meals at the time they are purchased. All Residence Hall students are required to purchase meal tickets. Food is served cafeteria style.

HEALTH SERVICES

The Shepherd College Student Health Center is located on the ground floor in the west wing of Gardiner Residence Hall. The Student Health Center staff consists of nurses and an affiliated physician. It is equipped with medical and surgical instruments for examination, diagnosis, and treatment of minor medical conditions.

In addition to an infirmary with accommodations for bed patients, it has a waiting area, an office, and treatment rooms.

After being admitted to the college, all new students, including transfer students, must file a Student Health Record form with the College Health Center. The Director of Admissions will provide the form to be used.

Shepherd College will not assume financial responsibility for medical treatment beyond the regular services of the college nurse and physician. In case of serious illness, the student may be hospitalized or families may be requested to take the student home to their family physician. A health insurance plan is available to students. Questions about this plan and its cost should be directed to the Student Affairs Office.

Special health services are available to veterans at the Veterans Administration Center, Martinsburg, West Virginia.

PROGRAMS AND ACTIVITIES

CREATIVE ARTS LECTURE-FORUM SERIES

Shepherd College plans a full range of creative arts and lecture-forum programs to enrich and extend a student's educational experiences. Internationally known performers in the arts, leading scholars, and other prominent specialists are brought to the campus each year. Students and faculty members also contribute to the creative arts programs of the campus. Student-faculty art exhibits, recitals, concerts, and plays are a valuable part of campus life. As a result of this cooperative effort, significant and enjoyable programs are held each year for the benefit of students and community.

THE COLLEGE CENTER AND ITS PROGRAMS

Perhaps the most popular social and recreational spot on campus is the College Center. This center is not just a building; it is also an organization and a program. Together they represent a well-considered plan for community life on campus. Through various boards, committees and staff, the center provides cultural, social, and recreational programs aimed at supplementing the campus instructional program.

What specifically does the College Center offer? It is the location of a cafeteria snack bar known as the Ram's Den. It also has a Pub Lounge that offers evening snack and food items, a bookstore and gift shop, numerous recreation areas, a student lounge, several meeting rooms, and a variety of offices.

The recreation rooms include: (1) eight bowling lanes, (2) a large activity room with pool tables, card tables, table tennis, and board games which may be checked out with a valid I.D., (3) a ballroom for movies, large meetings, or special events, and (4) several meeting rooms used for study, relaxation, or by recognized organizations for weekly meetings.

The College Center has meeting rooms and numerous offices that are used by recognized campus organizations, the Student Government Association, the Campus Program Board, the Director of Auxiliary Services, the Assistant College Center Director for Programming, the Counseling staff, and the Deans of Student Affairs.

The Program Board is the student committee responsible for planning social functions such as dances, movies, coffee house acts, tournaments, and special events which take place throughout the year. The movies scheduled are among the latest released for distribution to college audiences.

When dances and movies are held in the College Center, admission is open to Shepherd students, their dates, and guests. Students must show valid I.D. cards. Guests must show identification such as a driver's license.

Tournaments are often held in the College Center. Many of these are initiated at the residence hall level with play-offs taking place in the College Center.

Special annual events include Homecoming Weekend, Parents' Weekend, Spring Weekend, Winter Carnival, and Student Recognition Day.

RELIGIOUS LIFE

Shepherd College is committed to an ethical approach to living and the values implicit in religion. Shepherdstown has a variety of churches including: Baptist, Episcopal, Lutheran, Methodist, Presbyterian, Reformed, and Roman Catholic. Synagogues and churches of other denominations are located in nearby communities.

Various religious groups sponsor recognized campus organizations which offer many opportunities for spiritual fellowship. These organizations sponsor rap sessions, study groups, coffee houses, and other similar activities. Opportunities for religious counseling are provided by campus chaplains. These are ministers from local churches who serve campus students on an informal basis and who encourage students to participate in local church activities. At times, outstanding leaders in the field of religion are invited to speak at student convocations.

SOCIAL POLICY

The staff at Shepherd College assumes that students enroll with a sincere desire to become better educated individuals and to prepare themselves for useful, productive lives.

The aim of the College is to lead students to cultivate habits of study, application, self-control, a high sense of honor, truthfulness, and an interest in maintaining moral atmosphere. Those who are not disposed to support heartily a sentiment of this kind should not apply for admission. The college reserves the right to take appropriate action, including separation from the college, for violations of accepted standards. All students are expected to be familiar with and to be governed by the policies found in the student handbook entitled *The Scoop*.

MISCELLANEOUS STUDENT PERSONNEL POLICIES

MOTOR VEHICLE REGISTRATION

Students who are eligible to have and operate motor vehicles must register all motor vehicles operated or parked on the college campus. The registration fee does not guarantee a parking space, and it is the responsibility of the operator of a vehicle to find a legal parking space on or off campus.

All students who wish to operate a vehicle on campus should read the brochure entitled **Shepherd College Parking and Vehical Regulations**. Students will receive their copy upon registering their vehicle.

IDENTIFICATION CARDS

All students are furnished with an identification card. Students who pay an activity fee and an athletic fee may use this card for admission to athletic and other college events either free of charge or at a reduced rate. Students who do not pay these fees will be charged full admission to such campus activities. Students are required to carry this card at all times. Refusal to show an ID card to college officials when requested to do so is a violation of college policy. Lost cards may be replaced by paying a \$5.00 replacement fee. Identification cards are the property of Shepherd College and are loaned to students for their use while attending Shepherd. They are to be surrendered to the Dean of Student Affairs upon withdrawal, transfer, or graduation.



SECTION IV

EXPENSES AND FINANCIAL ASSISTANCE

TUITION AND FEES

PAYMENT

The West Virginia Board of Regents regulations stipulate: "No financial credit of any type shall be extended to any individual, either student or other, at any state college or institution. All colleges and institutions shall operate strictly on a cash basis with all payments and obligations being collected in advance. All tuition and fees must be collected in full for each semester on enrollment (registration) day."

If payment is made by check, registration will be considered incomplete until the check covering the required fees has cleared the bank on which it is written. The cashier will accept cash, money orders, or approved personal checks written for the exact amount of the obligation. All checks must be payable to Shepherd College and third-party checks will not be accepted. A student's registration may be cancelled when payment is made by a check which is dishonored by the bank. If the returned check is in payment of tuition and fees, the business office is required to declare the fees unpaid and registration cancelled. The return of a check for any reason constitutes late registration, and the applicable late-registration fee shall be assessed. In such case the student may be reinstated upon redemption of the unpaid check, payment of the \$10.00 returned check handling charge, and payment of the applicable late fee of \$15.00. The returned check fee of \$10.00 will be collected for each check returned unpaid by the bank upon which it is drawn, unless the drawer obtains an admission of error from the bank.

All student charges are payable at the time of registration for each semester. Any outstanding and unpaid financial obligation to the college can result in withholding the student's grades, transcript of credits, diploma, and official reports. Students will not be permitted to attend classes until registration has been completed. Students in debt to the college from a previous semester or term will not be permitted to enroll until all obligations are paid.

If a student has borrowed a short-term loan or has had any other outstanding financial obligation with Shepherd College and has defaulted, i.e., his account has been referred to an attorney, the magistrate's court or a collection agent, the student will not be eligible to borrow short-term loans in the future.

Student employees will be required to pay tuition and fees at the same time as other students. The student employee will receive monthly paychecks from the State of West Virginia for work performed during the previous month. *All fees and expenses are subject to change without prior notice.*

ENROLLMENT FEES PER SEMESTER

West Virginia Students

| | | | |
|------------------------------|--------|---------|--------|
| 12 Hours or more (Full-Time) | 465.00 | 6 Hours | 186.00 |
| 11 Hours | 433.00 | 5 Hours | 155.00 |
| 10 Hours | 400.00 | 4 Hours | 124.00 |
| 9 Hours | 370.00 | 3 Hours | 93.00 |
| 8 Hours | 340.00 | 2 Hours | 62.00 |
| 7 Hours | 310.00 | 1 Hour | 31.00 |

Out-of-State Students

| | | | |
|------------------------------|----------|---------|--------|
| 12 Hours or more (Full-Time) | 1,220.00 | 6 Hours | 564.00 |
| 11 Hours | 1,126.00 | 5 Hours | 470.00 |
| 10 Hours | 1,031.00 | 4 Hours | 376.00 |
| 9 Hours | 938.00 | 3 Hours | 282.00 |
| 8 Hours | 844.00 | 2 Hours | 188.00 |
| 7 Hours | 751.00 | 1 Hour | 94.00 |

West Virginia Students Enrolled in South Branch Valley

(Counties of Grant, Hampshire, Hardy, Mineral, and Pendleton)

| | | | |
|------------------------------|--------|---------|--------|
| 12 Hours or more (Full-Time) | 370.00 | 6 Hours | 186.00 |
| 11 Hours | 341.00 | 5 Hours | 155.00 |
| 10 Hours | 310.00 | 4 Hours | 124.00 |
| 9 Hours | 279.00 | 3 Hours | 93.00 |
| 8 Hours | 248.00 | 2 Hours | 62.00 |
| 7 Hours | 217.00 | 1 Hour | 31.00 |

Out-of-State Students Enrolled in South Branch Valley

(Counties of Grant, Hampshire, Hardy, Mineral, and Pendleton)

| | | | |
|------------------------------|----------|---------|--------|
| 12 Hours or more (Full-Time) | 1,125.00 | 6 Hours | 564.00 |
| 11 Hours | 1,033.00 | 5 Hours | 470.00 |
| 10 Hours | 940.00 | 4 Hours | 376.00 |
| 9 Hours | 846.00 | 3 Hours | 282.00 |
| 8 Hours | 752.00 | 2 Hours | 188.00 |
| 7 Hours | 658.00 | 1 Hour | 94.00 |

Audit Fees Per Semester

Enrollment fees for students enrolled in courses for audit (without credit) are the same as if credit were given.

Extracurricular Fees

Students enrolled for less than 7 credit hours have the option of paying the student activity and/or athletic fees in full and participating in these institutional programs. The basic charges are \$30.00 for the student activity co-curricular fee and \$55.00 for the athletic fee per semester, respectively.

EXPLANATION AS TO USE OF ENROLLMENT FEES

| | West Virginia Students (Full-Time Rate) | Out-of-State Students (Full-Time Rate) |
|---|---|--|
| Tuition Fee: Restricted for state-wide capital improvement purposes by West Virginia Statute. | \$125.00 | \$400.00 |
| Registration Fee: Restricted for state-wide capital improvement purposes by West Virginia Statute. | 50.00 | 250.00 |
| Higher Education Resource Fee: Restricted for certain general operating purposes by West Virginia Statute. | 145.00 | 390.00 |
| Faculty Improvement Fee: Restricted to supplement salaries for faculty by West Virginia Statute. | 15.00 | 50.00 |
| Intercollegiate Athletic Fee: Restricted to defray expenses associated with the College's intercollegiate athletic program. | 55.00 | 55.00 |
| Student Activity Fee: Restricted to defray expenses associated with the College's student activity programs with recommendations from the Student Government Association. | 20.00 | 20.00 |
| Co-Curricular Fee: Utilized to defray expenses associated with organized educational activities related to instructional programs. | 10.00 | 10.00 |
| Medical Fee: Restricted to defray expenses associated with the College's Health Center. | 10.00 | 10.00 |
| Student Union Fee: Restricted to defray building and other expenses associated with the Shepherd College Center | 35.00 | 35.00 |
| TOTAL | \$465.00 | \$1,220.00 |

REFUND POLICY

Students who withdraw in accordance with College procedures may receive a refund of tuition and fees in accordance with the schedule outlined below. Refunds are determined from the first day of the school term, which officially begins with Orientation and Registration Days. The official withdrawal date is certified by the Registrar. Refund checks are issued through the State Treasury, and receipt of a refund may take up to six weeks depending upon the date of withdrawal.

Regular Session

| | |
|-------------------------------------|-----------|
| During first and second weeks | 90% |
| During third and fourth weeks | 70% |
| During fifth and sixth weeks | 50% |
| Beginning with seventh week | No Refund |

Summer Terms

| | |
|---|-----------|
| During first, second and third class days | 90% |
| During fourth, fifth and sixth class days | 70% |
| During seventh and eighth class days | 50% |
| Beginning ninth class day | No Refund |

SPECIAL FEES

| | |
|---|---------|
| Diploma Replacement | \$20.00 |
| Graduation | 24.00 |
| Identification Card Replacement | 5.00 |
| Late Registration or Late Payment | 15.00 |
| Orientation | 10.00 |
| Parking — per year, per vehicle (Day) | 10.00 |
| Parking — per year, per vehicle (Night) | 1.00 |
| Regents Bachelor of Arts (RBA) Evaluation | 100.00 |
| Returned Check Handling | 10.00 |
| Special Examination per credit hour | 25.00 |
| Transcripts — after first transcript | 3.00 |

All special fees are subject to change without prior notice.

ROOM AND BOARD**PAYMENT**

Room and board charges plus five percent West Virginia sales tax for room rental must be paid in full at the time of registration. Private dormitory room rentals are subject to room availability and authorization of Dean of Student Affairs. Private room cost is one and one-half times the double occupancy rate. Students residing in dormitory rooms with occupancies greater than designed capacity will be refunded \$110.00 per semester. If the crowded room conditions are for less than an entire semester, refunds will be pro-rated on a weekly basis. Once a room has been occupied, the student is liable for rent for the entire semester or summer term. In accordance with the residence hall contract, no room rent will be refunded when a student withdraws from college. Students absent from the campus seven or more consecutive days because of illness or other excused reason will not be charged for meals, but no deduction will be made from room rental during the absence. Board payment will be refunded beginning the next full week following the date of withdrawal from the college. All room deposits and board refunds must be authorized by the Dean of Student Affairs.

For New freshmen, transfers and continuing students, notice of cancellation of room reservation must be received in the Office of Student Affairs by June 30 for the fall semester or by November 30 for the spring semester. Failure to meet this deadline will result in forfeiture of the room deposit.

ROOM AND BOARD RATES REGULAR SESSION (Per Semester)

| | |
|---|----------|
| Gardiner, Kenamond & Turner (Room & Board) | 1,240.00 |
| Miller, Shaw & Thacher Halls (Room & Board) | 1,310.00 |
| Burkhart, Moler, Yost Halls (Room & Board) | 1,385.00 |
| Board Only (19 meals per week) | 720.00 |
| Room Deposit — Refundable | 50.00 |

ROOM RATE SUMMER TERMS 1988 (Per Term)

Shaw and Thacher Halls (Room only) 190.00

Rates are subject to change. Food service is generally not available during summer session. Meals may be purchased on a casual basis in the College Center. All charges listed above exclude West Virginia sales tax.

**EDUCATIONAL COSTS PAYABLE AT REGISTRATION
(Per Semester)**

| | West Virginia Students (Full-Time Rate) | Out-of-State Students (Full-Time Rate) |
|------------------|---|--|
| Tuition and Fees | 465.00 | 1,220.00 |
| Room and Board* | <u>1,418.25</u> | <u>1,418.25</u> |
| Total | 1,883.25 | 2,638.25 |

Room and Board costs detailed here include West Virginia sales tax. The rates used are an average of our room and board costs. The cost will vary according to the residence hall assigned.

In addition to the costs listed above, students should expect books and supplies expenses of approximately \$250, personal expenses of \$500, and transportation expenses of \$100 per semester. These costs are only estimates and will vary among students. More detailed information is available through the Financial Aid Office.

**REDUCED TUITION OUT-OF-STATE ACADEMIC
PROGRAMS AVAILABLE TO WEST VIRGINIA RESIDENTS**

West Virginia provides other options for its residents who wish to pursue academic programs not available within the State, through the Academic Common Market and through contract programs. Both programs provide for West Virginians to enter out-of-state institutions at reduced tuition rates. Contract programs have been established for study in veterinary medicine, optometry, architecture, and podiatry; the Academic Common Market provides access to numerous graduate programs. The programs are restricted to West Virginia residents who have been accepted for admission to one of the specific programs at designated out-of-state institutions. Further information may be obtained through the West Virginia Board of Regents in Charleston.

FINANCIAL ASSISTANCE
PHILOSOPHY OF FINANCIAL AID
WHAT IS FINANCIAL AID AND WHO IS ELIGIBLE

Financial aid is money made available to assist students with college expenses. At Shepherd College over 90 percent of financial aid is awarded to students who have, through application, shown that they need additional money to meet college expenses. The remainder of the money is scholarships awarded to students with special skills or excellent academic records.

Financial need is the difference between the cost of education and the amount that the students and their family can afford. To determine a student's financial need, Shepherd College uses a document known as the Financial Aid Form (FAF) published by the College Scholarship Service to obtain the financial data of the family.

The data obtained on the FAF is reviewed to determine how much a particular family should contribute for higher education. If the amount the family should be able to contribute is less than the cost of education, then the family has financial need and is eligible for financial assistance. The maximum amount of assistance students may receive is the difference between the cost of education and the amount they and their family can contribute.

STUDENTS ENROLLED IN SOUTH BRANCH VALLEY

It should be noted that students who attend classes in the South Branch Valley or other off-campus locations are eligible to apply for financial aid, providing they are enrolled as at least half-time students in a degree-granting program and are permanent residents of the United States. Being eligible to apply does not guarantee eligibility for assistance, but students should make application or inquiry.

WHAT TYPES OF FINANCIAL AID ARE AVAILABLE?

Financial aid comes in three types: 1) Grants — financial aid which is given and does not have to be repaid. Scholarships are similar to grants in that they do not have to be repaid, but usually carry additional requirements such as high academic achievement or special skills. 2) Loans — financial assistance which is borrowed and must be repaid. 3) Work — employment programs through which the student earns money to help meet educational expenses. The following types of financial aid are available directly from Shepherd College.

GRANTS

SCHOLARSHIPS

Scholarships are awarded to students who have demonstrated academic excellence in high school or college. Entering freshmen who have maintained at least a "B" (3.00) average, and who have attained a composite score of twenty-one (21) or better on the American College Test (ACT) in high school will be considered. Returning students and transfers will be considered if they have at least a 3.20 college average. In addition, the number of credit hours taken and completed is another consideration in selection. It is required further that a scholarship recipient enroll as a full-time student. It should be noted that most scholarships for out-of-state students are few in number and small in amount. Scholarship recipients are selected according to the above criteria by the Shepherd College Scholarship and Financial Aid Committee.

Listed below are the scholarship programs currently available at Shepherd College. They are available in a variety of disciplines, for example: art, athletics, general academics, business administration, English, education, music, nursing, science, social science, etc. Some of the scholarships are available for local students, out of state students, freshmen, upperclassmen, etc. Scholarship awards range in value from \$300 to \$1000 per academic year. Students do not apply for a particular scholarship, but rather apply for a scholarship. The Scholarship and Financial Aid Committee, using the criteria in the preceding paragraph will award an appropriate scholarship from the list below. These scholarships have been made available by various individuals, agencies, organizations and corporations and we thank them for their support.

Baby-Knott Scholarship
Hazel Barnes Memorial Fund
Blakeley Bank and Trust Fund
Joanna D. de B. Blundell Scholarship
Mr. and Mrs. Ralph Burkhardt Fund
Harry Hunter Burks Scholarship
Agnes Burns Memorial
Business Administration Division Scholarship
C & P Telephone Scholarship
Chemistry Department Scholarship
Marguerite Colavecchio Memorial
Combs Memorial
Community Oil Scholarship
Shirley Cooper Memorial Scholarship
Dr. Sara Helen Cree Scholarship
District #6 Scholarship Fund for Nurses
Anna Hill Egle Memorial
Everhart-Dersam-Unseld Scholarship
Catherine C. Fix English Department Fund
D. Allen Fowler II Memorial Scholarship
Alice Frank Memorial Music Scholarship
Pauline Gregory Memorial Fund for Nursing Education
Lavely D. Gruber Scholarship Fund
James S. Hafer Memorial
Delberta Harris Memorial Fund
Ray E. Harris Scholarship
John E. Headlee Memorial
Captain Charles N.G. Hendrix Memorial Scholarship
Elise Hoch Memorial Music Scholarship
Dr. Cornelia Hoch-Ligeti Memorial Fund
Oliver S. Ikenberry Scholarship
Jefferson Security Bank Scholarship Fund
Martha Josephs Memorial Scholarship
Harry F. and Frances W. Keebler Scholarship
Leo G. Kesecker Memorial Loan
Calvin and Dorothy Kibler Memorial
The Carroll and Mary Ellen Wareham Kline Scholarship
Fund
John Knipe Memorial
Dr. J.O. Knott Scholarship
Andrew F. and Virginia Heckert Long Scholarship
Lueck-Taylor Memorial Football Scholarship Fund
Thomas M. and Sherry Lurry Memorial Scholarship
Merchants & Farmers Bank of Martinsburg Scholarship
Fund
Henry W. and Arbutus G. Miller Scholarship
James and Katherine Moler Fund
A.C. Nerhood Memorial Scholarship
The Old National Bank of Martinsburg Scholarship

Peoples National Bank of Martinsburg Scholarship Fund
Lt. Gilbert E. Perry, Jr. Scholarship
Potomac Edison Company Scholarship
Darrell Reeder Biology Scholarship
Leeds K. Riely Scholarship
Janet Yvonne Riley Fund
Kenneth Riley Scholarship
Roach Oil Scholarship
John David Russell Memorial Scholarship Fund
Adele and Charles Sands Scholarship
Dr. Ruth Scarborough Scholarship
Shenandoah Federal Savings Bank Scholarship
Shepherd College Scholarship
Shepherd College Alumni Association Scholarship
Shepherd College Foundation Scholarship
Arthur Slonaker Memorial
Milton L. Shifman Scholarship Trust
William M. Stanley Memorial
Storer College Alumni Memorial Scholarship
T. Edward Stotler Memorial Scholarship Fund
Supertane Gas Corporation Scholarship
W.R. Thacher Memorial
Mary Livers Thorn Memorial Fund
Lita E. Trayer Memorial Fund
Ella May Turner Memorial Scholarship
Evelyne G. & Maurice A. Viener Scholarship
George C. White Scholarship
Elizabeth S. Wilson Scholarship
Dr. W.H.S. White Memorial

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS*

These funds are established by the Federal Government to enable exceptionally needy students to attend college. Grants may range from \$100 to \$4000 per year depending upon the need of the applicant.

LOANS

PERKINS LOAN (formerly National Direct Student Loan)*

This fund is made possible through the Federal Government's National Direct Loan Act in cooperation with the college. Any students in good standing or prospective students who have been granted admission to the college and who can show need for a loan are eligible. Borrowers normally have up to ten (10) years in which to repay the loan, after they cease to be at least half-time students.

FEDERAL NURSING STUDENT LOAN*

This loan is made possible through the Federal Government Nursing Training Act in cooperation with Shepherd College. Students pursuing a half-time or full-time course of study in Nursing who demonstrate financial need are considered eligible borrowers under this program.

WORK

COLLEGE WORK-STUDY*

This fund was established by the Federal Government and the college in order to provide employment for students. The Financial Aid Office administers the student work program and serves as a clearing house for students seeking employment and for those persons seeking the services of students. Students work on campus an average of forty (40) hours per month. Students working on campus all are paid the same hourly rate (currently \$3.36/hour). If students are awarded and accept work assistance, it is expected that they will work. The Financial Aid Office tries to place students in jobs suited to their interests. Jobs are scheduled so they will not interfere with classes, nor are they so demanding that they will hinder academic achievement.

INSTITUTIONAL EMPLOYMENT

This is a program of employment provided by Shepherd College to students who are not eligible for the College Work-Study Program. It is necessary that interested students apply for financial aid to determine if they qualify for the College Work-Study Program. Jobs are awarded on a first-come-first-serve basis and as funds are available. The wage rate for on-campus work is the same for all students (currently \$3.36/hour).

*To be eligible to receive assistance through these programs, a student must be a citizen, national or permanent resident of the U. S., must enroll in a degree or certificate granting program on at least a half-time basis (preference is given to full-time students), must maintain satisfactory academic progress for financial aid as defined in this catalog, must not be in default on a Title IV loan or owe a refund to a Title IV grant program, must demonstrate financial need and must certify draft registration.

ADDITIONAL SOURCES OF AID

Below are listed a number of additional sources of financial aid. Some of these sources require separate applications in addition to the Shepherd College Financial Aid and Scholarship Application. High school students must contact their guidance counselor regarding these sources or request more information from the college.

PELL GRANT: This program is federally funded to provide a basic amount of aid to those who need it. To qualify for this program, students; 1) must have established financial need by means of an approved application; 2) must be enrolled in an undergraduate course of study and not have previously received a bachelor's degree from any institution; 3) must be enrolled on at least a half-time basis in an eligible program; and 4) must be U.S. citizens or eligible noncitizens (see an FAF or an Application for Federal Student Aid for more details).

The Pell Grant is applied for by completing a Financial Aid Form (FAF) or an Application for Federal Student Aid (AFSA) which may be obtained from the Shepherd Financial Aid Office or one's high school guidance counselor. FAF's and AFSA's will be available after January 1. The Pell Grant must be applied for each year. It is required that all students meeting the criteria above will apply.

STATE SCHOLARSHIPS AND GRANTS: Many states offer state scholarships and grants. In West Virginia, all residents are expected to apply for a State Grant. Applications may be obtained from the Shepherd Financial Aid Office, one's high school guidance counselor, or by writing to the address below. The West Virginia Grant application also requires submission of a Financial Aid Form. All West Virginia students are expected to have a copy of their FAF sent to the West Virginia Higher Education Grant Program as well as Shepherd College and Pell Grant. This grant must be applied for each year and is awarded on the basis of need and academic potential as measured by the ACT Test. (Application must be made by March 1.)

Listed below are the names and addresses of state agencies who award scholarships and grants in their respective states. These agencies and programs all require annual applications.

1. West Virginia Higher Education Grant Program
P.O. Box 4007
Charleston, WV 25304
2. Pennsylvania Higher Education Assistance Agency Grants
Towne House
Harrisburg, PA 17102

West Virginia and Pennsylvania have reciprocal agreements which allow their grant programs to be portable between the two states. To our knowledge, this is not true of other states surrounding West Virginia. We suggest you contact your state higher education agency for information or aid available in your state. The addresses of the various state agencies may be requested from our office.

GUARANTEED STUDENT LOANS: These are loans made through a commercial lender. A GSL is now a type of **need based** federal aid. Students at Shepherd must submit these forms to apply: 1) A Shepherd College Financial Aid & Scholarship Application, 2) a loan application obtained from their lender, and 3) a Financial Aid Form.

Eligible applicants who are first and second year undergraduates may borrow up to \$2625 per year. Students who have completed the first two years of an undergraduate program may borrow up to \$4000 per year. In determining the actual amount students may borrow, the school must consider the applicant's financial need and other financial aid. The total amount which students may borrow for undergraduate education is \$17,250.

Repayment begins 6 months after borrowers cease to be at least half-time students. During the first four years of repayment, the interest rate will be 8%. Beginning with the 5th year of repayment, the interest rate will vary based upon a formula related to the interest on government T-Bills.

PARENT LOANS FOR UNDERGRADUATE STUDENTS AND SUPPLEMENTAL LOANS FOR STUDENTS: These are two federally sponsored loan programs obtained through commercial lenders. Both programs allow up to \$4000 per year to be borrowed after other aid is considered. Neither program is need based and both may be used as a replacement for family contribution expected under the other federal aid programs. Beginning July 1, 1987, the loans will have a variable interest rate. Repayment on these loans must begin within 60 days of disbursement and borrowers may take up to 10 years to repay.

To apply, students must complete a loan application and a Shepherd College Financial Aid and Scholarship Application. A FAF is not required for these programs.

The PLUS loan may be borrowed by the parents of both undergraduates and graduate students.

The SLS loan may be borrowed by independent undergraduate and graduate/professional students.

HIGHER EDUCATION STUDENT ASSISTANCE LOAN PROGRAM: This loan is only available to West Virginia residents from commercial lenders. It is a variable interest loan designed to be available at 3% below market rates. The loan may be used as a replacement for family contribution. Students may borrow up to \$6000 per year, or the cost of education, whichever is less, minus other aid. To apply for the HESAL (also referred to as Teddi-Bear Loan), applicants must submit a loan application and a Shepherd College Financial Aid & Scholarship Application. This is a relatively new program in the state, thus students may need to contact the Treasurer's Office, (800) 345-CASH, to obtain information on the location of lenders.

MILITARY AND VETERANS ADMINISTRATION EDUCATIONAL ASSISTANCE: The VA administers two basic programs for veterans and service persons seeking assistance for education or training. For eligible persons with service between February 1, 1955 and December 31, 1976, such assistance is available under the G.I. Bill. Veterans and service persons who initially entered the military on or after January 1, 1977, may receive educational assistance under a contributory plan. For further information, write or telephone the nearest Veterans Administration Office.

Veterans' Benefits are sometimes available to widows and children of deceased veterans. If this circumstance applies, write or phone the nearest V.A. office.

Information is available from military recruiters on the new G.I. Bill, special loan repayment provisions for service persons, and on other tuition assistance programs offered by the military.

VOCATIONAL REHABILITATION: Students who experience physical or mental disabilities may be eligible for assistance with educational expenses through their state department of Vocational Rehabilitation. High school guidance personnel and Financial Aid staff can assist in contacting these agencies. Students should contact local offices as soon as they begin planning for college.

HOW TO APPLY FOR FINANCIAL AID AND SCHOLARSHIPS AT SHEPHERD COLLEGE

Complete all required admission forms. Action on the financial aid and scholarship application will not be taken until students have been admitted.

SCHOLARSHIP ONLY APPLICANTS

Entering freshmen and transfer students who wish to apply only for academic scholarships and **not** financial aid are encouraged but not required to submit the Shepherd College Financial Aid and Scholarship Application by March 1. The academic information on all admitted freshmen and transfers on file in the Admissions Office will be reviewed. Priority consideration is given to those admitted by March 1.

Returning students who wish only to apply for academic scholarships and **not** financial aid **must** complete the Shephard College Scholarship and Financial Aid Application by March 1. They do not have to complete a FAF.

FINANCIAL AID APPLICANTS

Financial Aid Applicants are those students who wish to apply for any or all of the following programs: Pell Grant, WV Grant, Supplemental Grant, Perkins Loan, Nursing Loan, College Work Study, Institutional Employment and Guaranteed Student Loan. The applicants must complete a Shephard College Financial Aid and Scholarship Application and the college Scholarship Service Financial Aid Form (FAF). Note: GSL applicants also need to complete a loan application obtained from a commercial leader.

In order for the FAF information to be usable by Pell Grant and West Virginia Grant, the FAF must be **completed after January 1**. Thus, we recommend that in order to meet all deadlines, students complete and mail the FAF after January 1 and before February 15, so that it can be **received** by College Scholarship Service by March 1. It is advised that information utilized on the FAF be taken from Federal Income Tax Returns. When questions arise, we usually must request tax returns as documentation. Thus, in order to speed processing and to avoid delays, we recommend that students submit **signed** completed copies of their parents' and their Federal Income Tax returns along with their Shephard College Application. In the event that it is impossible to complete tax returns by the deadline dates, it is better to estimate income than to file after the deadlines. We encourage students to keep copies of the information they submit. Academic year financial aid applicants who meet priority deadlines will be notified regarding their application during June and July.

HOW STUDENTS MAINTAIN ELIGIBILITY FOR FINANCIAL AID

A new application for assistance must be submitted each academic year, along with a new Financial Aid Form. The Financial Aid Form must be utilized to reapply for Pell Grant and West Virginia Grant. The deadline for priority consideration is March 1. Forms will be available from this office about January 15 for the following summer session and/or academic year.

- A. Students who have received aid will continue to receive aid as long as their academic records are satisfactory, they continue to demonstrate financial need, and the accumulated amount of aid awarded does not exceed statutory maximums. Shepherd College has instituted an academic progress requirement for students who receive federal financial assistance. A complete statement of this policy follows.
- B. Scholarships awarded by Shepherd are renewed when funds are available and the student is doing well academically.
- C. Scholarships awarded by other agencies or organizations will have their own requirements for renewal.

STANDARDS OF SATISFACTORY PROGRESS FOR FEDERAL FINANCIAL AID APPLICANTS AND RECIPIENTS

During the Spring of 1983-84 (4-19-84), a joint sub-committee of the Admissions and Credits Committee and The Scholarship and Financial Aid Committee of Shepherd College (with the endorsement of both parent committees) drafted a revised academic progress policy for federal student aid recipients. The draft was then reviewed by both committees and enacted by The Scholarship and Financial Aid Committee. Since that policy was written, the Federal Government has clarified and provided to schools examples of policies which would satisfy the regulations. As a result of this clarification, the Committees have revised and enacted the policy below, which they believe is easier to explain, understand and administer.

Students must be making measurable satisfactory academic progress toward completion of their degree program in order to be eligible to receive financial assistance from any of the following programs:

Pell Grant, Supplemental Educational Opportunity Grant, College Work-Study, National Direct Student Loan, Nursing Student Loan, Guaranteed Student Loan, Federally Insured Loan, PLUS Loan, Supplemental Loans for Students, Higher Education Student Assistance Loan and the State Student Incentive Grant (West Virginia and other State Grant Programs).

This policy replaces our previous policy dated 4-19-84. It will go into effect immediately and will be utilized to measure 1984-85 aid recipients as of the end of the spring semester, 1984-85. Progress will be measured once each academic year, following the spring semester. However, progress will also be measured at the end of the semester in which students register for the maximum allowable credit hours appropriate for their degree program (see paragraphs II, A & B).

The standards of progress are as follows:

I. Qualitative Standards (Grade point average)

As a part of the progress requirement, students must meet the grade point average requirements as defined in the "Academic Probation" portion of the Shepherd College Catalog. Students granted readmission to the College, by the Admissions and Credits Committee, will be considered to have met this portion of the requirement.

II. Quantitative Standards (Credit hours "registered for")

- A. Bachelor's degree students will be eligible to receive federal aid through the semester in which they "register for" their 160th credit hour.
- B. Associate degree students will be eligible to receive federal aid through the semester in which they "register for" their 98th credit hour.
- C. Students must complete their hours "registered for" according to the following table:

| Hours Registered For | Percentage which must be completed |
|----------------------|------------------------------------|
| 1 - 40 | 55% |
| 41 - 60 | 60% |
| 61 - 80 | 65% |
| 81 - 100 | 70% |
| 101 - 120 | 75% |
| 121 - 160 | 80% |

(Revised 3/21/85)

D. Additional definitions and explanations:

1. "Registered for" is defined as the cumulative total number of hours students have enrolled for as of the close of the official add/drop period which occurs during the first days of each semester or term; the dates are listed on the official college calendar. "Cumulative total hours" are the total cumulative hours students "register for" during all enrollment periods, irrespective of receiving financial aid.
 - a. Students who receive the following grades are considered to have "registered for" those credit hours and thus they count toward the cumulative maximum: withdrawals (W), audits (Au), incompletes (I), failures (F or IF), and all passing grades (A, B, C, D, P).
 - b. Course repetitions will count as hours "registered for."
2. "Academic Year" for purposes of measurement of progress, is defined as enrollment during any or all of the following: Summer Term 1, Summer Term 2, Fall Semester, and Spring Semester.
3. Federal Financial Aid recipients must be enrolled in degree granting programs.
4. Transfer students will be eligible to receive financial aid upon their enrollment at Shepherd College. They will be measured the same as other students, following the spring semester after their first enrollment. At that time, they will be measured using accepted transfer hours plus hours "registered for" at Shepherd.
5. Students required by the College to register for courses in the Academic Foundations Program (AFP) will be allowed to exceed the 160 or 98 hour maximums by an amount equal to the number of AFP credit hours required. The maximum AFP credits permitted cannot exceed 10 and cannot include any repeats of those courses.
6. Guaranteed and PLUS Student Loans: In addition to the progress requirement listed above, some GSL programs and lenders require that students progress from one grade level to the next before they are eligible to receive another loan. In determining students' grade level, we use the Registrar's definition as found in the **Shepherd College Catalog**: first year — 24 or fewer semester hours; second year — 25 to 56 semester hours; third year — 57 to 91 semester hours; fourth year — 92 or more semester hours (refers to credit hours completed).
7. A requirement of the federal regulations regarding the progress standard is that it must be as stringent as institutional requirements for students to continue in their program of study. By departmental standard, Associate of Science degree Nursing students may not continue in their program if they receive a letter grade below C in any of the nursing courses. If nursing students encounter this situation and wish to attempt reinstatement into the nursing program, they will be given one probationary semester with financial aid to seek reinstatement. If at the end of that semester they are not reinstated, they become ineligible for financial aid. If they have met all other progress standards and they wish to change majors, eligibility will continue. Only one probationary semester will be granted during the Associate of Science degree program in Nursing.

III. Failure:

Students who do not earn the required percentage of hours "registered for" immediately become ineligible to receive federal financial aid during succeeding enrollment periods. Likewise, Bachelor's degree students may not receive additional financial aid in any semester beyond the one in which they register for 160 credit hours. The comparable maximum for Associate degree students is 98 credit hours.

IV. Reinstatement:

Unless eligibility is reinstated through appeal, students will remain ineligible until that time when they are again in compliance with the standards set forth. It will be the responsibility of students seeking reinstatement to request the Financial Aid Office to review their records, when they believe they are again in compliance with the requirement.

V. Appeals:

Students who fail any part of the Quantitative portion of the academic progress requirement will be sent a notification and it will be their responsibility to submit a written appeal, complete with documentation, within the time frame specified in the notification. Failure to submit written appeal to the Financial Aid Office, within the specified time results in forfeiture of the right to appeal. Students who fail the Qualitative portion of the requirement will be notified by the Registrar and provided with an appeal procedure to the Admissions and Credits Committee.

VI. Mitigating Circumstances Regarding Appeals:

- A. The major mitigating circumstance in making an appeal will be the personal illness or the serious illness or death of an immediate family member (mother, father, sister, brother, husband, wife, child, legal guardian).
- B. The maximum number of credits students may "register for" to complete either a two or four year program is considered to be adequate and fair under the progress system. Thus, an appeal for additional time because of changing majors or degrees is not likely to be granted, but such appeals may be made to the Scholarship and Financial Aid Committee.
- C. If students have utilized their maximum number of hours "registered for" but still have borrowing eligibility under the Guaranteed Student Loan Program, they may request to continue to borrow under that program by appealing to the Scholarship and Financial Aid Committee.
- D. Due to record keeping limitations, students required to participate in the Academic Foundations Program who wish to take advantage of the privileges granted them in paragraphs II.D.5. must submit a written appeal to the Director of Financial Aid.

MORE CLARIFICATION

More detailed information regarding financial aid — deadline dates, detailed costs, etc. — is provided in the brochure "Shepherd College Financial Aid and Consumer Information." For this brochure, applications, or other inquiries, please write to: Financial Aid Office, Shepherd College, Shepherdstown, West Virginia 25443.

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MENU
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UTILITY

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Command:

IBM



SECTION V

ACADEMIC INFORMATION AND REGULATIONS

GENERAL REQUIREMENTS FOR GRADUATION

Degrees Conferred: The Bachelor of Arts degree is conferred upon majors in English, history, psychology, elementary and secondary education. The Bachelor of Fine Arts degree is conferred upon graduates majoring in art. The Bachelor of Science degree is conferred upon graduates majoring in biology; business administration; chemistry; economics; home economics; hotel-motel restaurant management; mathematics; medical technology; park administration; political science; recreation; sociology; and social welfare. Either degree may be conferred upon graduates majoring in interdisciplinary studies. The Regents Bachelor of Arts degree is conferred upon graduates who meet the program as outlined elsewhere in this Catalog. Requirements for Associate degrees are listed in the section on the Community College Component.

Normally, a student's baccalaureate program consists of either a major and a minor (different from the major) or a comprehensive major. Students may declare a second major in lieu of a minor. A student may elect to have more than one minor. The degree awarded by diploma will be a B.A. or B.S., as appropriate. If the requirements for both the B.A. and B.S. have been met, the student may elect to receive two separate diplomas. The student's transcript will include appropriate annotation of all programs, majors, and/or minors satisfactorily completed, and degrees awarded which have been requested in the petition for graduation. Meeting requirements for a teaching certificate for Liberal Arts graduates would not involve conferring an additional degree.

Semester hours and quality points required: For graduation, a minimum of 128 semester hours with 256 quality points is necessary. Of the 128 hours of credit, a minimum of 45 must be earned in courses above the sophomore level. This requirement is waived for majors in elementary education entering in September 1965 and thereafter. For graduation and/or certification the applicant shall have a quality-point ratio of 2.00 (average of C) on all work attempted with the exception of courses with grade of W and P. This policy took effect at the beginning of the 1956 summer session. Work taken prior to June 1956 will be computed in accordance with the regulations in force at the time the work was taken. See the Division of Education for quality-point requirements in teacher education. For non-teaching degrees, a 2.000 average is required in both major and minor fields. In addition, a 2.000 average is required on all credits attempted at Shepherd College.

Electives: Elective courses in the major, minor or teaching field must be approved by the advisor.

Residence: At least 32 semester hours of resident study at this college are required before graduation for either the baccalaureate or associate degree. A majority of these hours must be done in residence during the year of graduation. Students who are candidates for non-teaching degrees must have a minimum of fifteen (15) hours of residence work in their majors. Candidates for the teaching degrees must have a minimum of (8) hours of residence credit in each teaching field prior to admission to the professional block.

The final six (6) hours of work must be completed at this institution unless the candidate is excused by the Committee on Admissions and Credits. A **Graduation Fee and Application for Graduation is required and due according to the dates established in the current academic calendar.** The application is available in the Office of Counseling and Placement in the College Center.

Work completed at another institution: All work taken at another institution which is to be applied to a degree or teaching certificate at Shepherd must be approved in advance.

Additional requirements:

1. Candidates for graduation are required to attend the commencement exercises for the conferring of degrees unless excused by the President. (Formal graduation exercises are held once a year at the close of the second semester.)

2. All obligations to the college must be paid before commencement.

3. In certain instances additional courses may be required of students for graduation in particular major fields. Students are urged to consult with their academic advisors concerning any such requirements.

4. Candidates for graduation are expected to examine the specific section of the catalog for any unique requirements in their major and/or minor.

5. Electives must be submitted where course requirements are identical in a student's major and minor or teaching fields except that the total required hours including substitutions shall not exceed 128. The 128 hour limit shall not apply for those students who choose a second major in lieu of a minor.

It is the student's responsibility to check on all requirements and to make inquiry if there is any doubt about meeting any of them. A frequent check on requirements as listed in the college catalog and frequent conferences with an advisor are desirable to make sure that the student is making regular progress. It is well to get required courses completed as soon as possible to prevent conflicts of prescribed subjects during the senior year. A student will have a seven year period to complete requirements under the catalog in effect at the time of entrance. Students may elect to

graduate under a later catalog than the one under which they entered; however, students are not permitted to split catalogs.

Graduation with Honors: Candidates for degrees who maintain high averages of scholarship are graduated with honors. Honors are determined by the cumulative quality-point average of the student's work at graduation: Highest Honors, "Summa Cum Laude," 3.75 and above; High Honors, "Magna Cum Laude," 3.50 to 3.74; Honors, "Cum Laude," 3.00 to 3.49.

McMurran Scholar: In 1961 the faculty created the award of McMurran Scholar, which is the highest academic honor awarded at Shepherd College.

Joseph McMurran Scholars consist of individuals who are enrolled in a major program leading to the four-year baccalaureate degree, and who:

1. Have been presented by the Academic Dean to the Honors Committee as being eligible as a scholar, having amassed:
 - a. A minimum of 80 semester hours for which a traditional grade has been given (Pass-Fail, CLEP, Special Examination grades and Veteran's credit do not count).
 - b. A minimum 3.7 quality point average.
2. Have completed two consecutive semesters of study at Shepherd College, exclusive of summer work, for an average of 15 credit hours per semester, or for an average of 12½ credit hours per semester where the Supervised Teaching Process is involved.
3. Have been selected by the unanimous vote of the staff members of their major division who have sufficient knowledge of them for demonstrating the capacity and inclination to pursue scholarly inquiry.
4. Have subsequently been elected by the unanimous save one vote of their instructors. (Instructors who have not enrolled the candidate in their classes will not vote on that candidate). The voting for such candidates will be by signed ballot. Ballots shall be counted by the Chairman of the Honors Committee.

The elected Scholars are appropriately recognized at a college convocation and the Commencement exercises. Joseph McMurran Scholars elected during the 1983-84 Academic Year and 1984-85 Academic Year are:

JOSEPH McMURRAN SCHOLARS

1985-86

Kalpana De
 Linda Jean Forrest
 Allison Gaines Hull
 Sherry Annette Keiter
 Gail Marie Reeder
 Robin Lynn Saville
 Beverly Aileen Schwartz
 Kelly Jane Sullivan
 William Joseph Wivell

1986-87

David Emory Bryant
 Sybil Thomas Cobb
 James Moser Dahlhamer
 Deborah Ann Hanshew
 Kelly Kay Hessler
 Cynthia Elaine Hose
 Diane Marie Mickelson
 Barbara Jean Mount
 Janet Bailey Newlin
 Todd Keith Rauch
 Thomas Vernon Stocks
 Kimberly Kay Violet

PROGRAM OF GENERAL STUDIES REQUIRED FOR ALL BACHELORS DEGREES EXCEPT THE REGENTS B.A.

Shepherd College has established the following General Studies program which is required for all Bachelor degrees except the Regents B.A. degree, which has a separate set of requirements found under that section of the catalog. The courses listed below would usually be taken during the student's first two years of college work and are designed to give the student a foundation in the humanities, life or physical sciences, mathematics, social sciences and physical education. These courses should assist the student in developing the ability to synthesize knowledge, both past and contemporary, to develop values, attitudes and traits associated with an educated person in the modern world, and to provide the basis for a liberal arts education. A total of 47 semester hours of coursework is required as follows:

PROGRAM OF GENERAL STUDIES

HUMANITIES — 19 semester hours

| | | |
|---------------|--------------------------------------|---|
| 32-111 | Music Appreciation | 2 |
| 33-103 | Introduction to Visual Arts | 2 |
| 60-101 & 102 | Written English | 6 |
| 61-204 | Survey of American Literature * | 3 |
| 61-210 or 211 | Survey of English Literature * | 3 |
| 69-202 | Fundamentals of Speech | 3 |

LIFE OR PHYSICAL SCIENCES — 8 semester hours **

Students will choose one set of courses listed below:

| | | |
|-------------------------|---|---|
| 81-101 & 102 | General Biological Sciences | 8 |
| 81-208 & 209 | Plants as Organisms & Animals as Organisms | 8 |
| 82-101 & 102 | Chemistry in Society | 8 |
| 82-103 & 104 | Elementary Chemistry | 8 |
| 82-207, 208, 209, & 210 | General Chemistry | 8 |
| 83-201 & 202 | College Physics | 8 |
| 83-221 & 222 | General Physics | 8 |
| 84-103 & 104 | General Physical Science | 8 |
| 84-104 & 105 & 106 | General Physical Science & Science of Hi-Fidelity | 8 |

MATHEMATICS — 3 semester hours **

Students will choose at least one course listed below:

| | | |
|--------|---|---|
| 85-215 | Introduction to Mathematics | 3 |
| or | Any three or four credit hour mathematics course except 85-010 Basic Mathematics, 85-020 Basic Drug Calculations, 85-104 Basic Algebra, 85-105 Algebra, or 85-111 Mathematics of Finance. | |

SOCIAL SCIENCES — 15 semester hours

| | | |
|--------------------------------------|--|---|
| 12-123 or 205 | Contemporary Economics or Principles of Macroeconomics | 3 |
| 71-101 or 102 | or 103 History of Western Civilization | 6 |
| (students will choose 2 of 3 listed) | | |
| 72-100 or 101 | Politics and Government or American Federal Government | 3 |
| 73-203 | General Sociology | 3 |

| |
|--|
| PYHICAL EDUCATION — 2 semester hours |
| 49-101 to 193 General Studies Physical Education Courses.....2 |
| FOREIGN LANGUAGE — 12 semester hours |

Students majoring in Bachelor of Arts degree programs in English, history, or psychology are required to complete twelve (12) semester hours of foreign language and may choose among French, German, or Spanish courses. The requirement will be waived for students completing three (3) high school units of credit in one language or six of the twelve required foreign language credits will be waived for students completing two (2) high school units in the same language. It is assumed that the College language courses will not duplicate high school courses. Students desiring to receive credit for high school foreign language courses should see the Modern Languages Department. Two years of German or French or both are recommended for students who anticipate going to graduate or professional school.

*It is recommended that students take 61-210 or 211 Survey of English Literature before taking 61-204 Survey of American Literature.

**Since major fields of study may have specific requirements for mathematics or science courses, students should consult their academic advisor in selecting these courses.

DEGREES OFFERED

The academic program of the College consists of a number of disciplines, organized administratively into seven divisions, each with a division chairman. The division chairmen, along with additional representatives elected within the divisions, compose the Academic Committee. The Academic Committee serves as an advisory group to the Academic Dean on matters of curriculum and educational policy.

SCHEDULE OF CLASSES

A complete schedule of classes offered each semester showing days of the week and the hours at which they will meet will be available before the beginning of the semester. Each semester's schedule of classes includes a tentative listing of course offerings planned for the following semester. The College reserves the right to cancel classes with an enrollment of ten or less students and to make changes in a student's schedule for class balancing and other administrative purposes.

CLASSIFICATION OF STUDENTS

Classification of students is made on the following basis: first year, 24 semester hours or less; second year, 25 to 56 semester hours; third year, 57 to 91 semester hours; fourth year, 92 or more semester hours.

ACADEMIC LOAD

A semester hour consists of one hour of recitation with two preparation hours per week. Twelve semester hours per semester constitute a minimum full-time academic load. The normal load is sixteen hours per semester thus making 128 hours in eight semesters (four years). One hundred twenty-eight hours are required for a Bachelor's degree.

Course loads in excess of 16 hours may be taken; however, the academic load for the first semester should generally not exceed seventeen hours. Thirty-two semester hours each year will usually prove sufficient for the average student.

The normal summer load is six semester hours of credit for each term, with a total of twelve semester hours for the summer sessions. Fourteen semester hours is the maximum load during the two terms. A student must have at least a "B" average on the last semester's work or on all work taken, or be a candidate for graduation at the end of the summer session to be eligible to take fourteen semester hours. Exceptions can be made on petition to the respective division chairman.

WITHDRAWAL AND CHANGE OF CLASS SCHEDULE

Students desiring any change in assignment or permission to withdraw or add any course should consult the Registrar. Students may change their schedule during the first three days of each semester. The withdrawal procedure is incomplete until all necessary signatures have been secured. This must be done during the specified time shown in the current academic year calendar.

A student may withdraw from any class with a grade of "W" (without affecting grade point average) at any time during the semester up to 4:00 p.m. on the seventh calendar day after midterm grades are available to the student.)

The last day for withdrawal from an eight (8) week class will be as posted in the academic calendar.

During the summer sessions, withdrawals will be permitted at any time prior to 4:00 p.m. the second calendar day before the last day of classes of each term. Failure to submit the withdrawal form at the Registrar's Office by the deadline will result in the grade of IF.

Complete withdrawal from the College begins in the Counseling and Placement Office and then is processed through the Registrar's Office. Unauthorized withdrawals from class or school are reported as failures.

Withdrawal from the College must be reported and financial clearance made at the business office. (See Grading System below for additional information on withdrawals.)

GRADING SYSTEM

A — Superior; B — Good; C — Average; D — Below Average, lowest passing grade; F — Failure; I — Incomplete; W — Withdraw; P — Pass; IF — Failure due to irregular withdrawal from college or from a single class.

Grade changes must be made prior to the first day of registration for a regular semester or a summer term, or such change will not be effected during the first three weeks of a semester or the first week of a summer term.

GRADE REPORTS

Mid-semester and final grade reports follow the normal grading system. A copy of the mid-semester and final grade reports will be available on campus for all students in their advisor's office.

APPEALING A GRADE

The Academic Committee has approved a Grade Appeal Policy. A copy of this policy and the procedures to follow in order to appeal a grade may be obtained from the Office of the Academic Dean.

INCOMPLETE GRADES

A grade of Incomplete may be given to a student who has satisfactorily completed most of the requirements for a course but because of illness or other extenuating circumstances has not completed all of said requirements. All Incomplete grades must be accompanied by a form provided by the Registrar's Office and completed by the professor. When the work has been completed, an appropriate grade will be given.

Incomplete grades issued during the fall semester must be made up ten (10) days prior to the date final grades are due for the following spring semester. Incomplete grades issued during the spring semester must be made up ten (10) days prior to the date final grades are due for the following fall semester. Incomplete grades issued during either summer session must be made up ten (10) days prior to the date final grades are due for the following fall semester. If the Incomplete is not made up according to this schedule, it automatically will become an "F." When an Incomplete is made up, or an "F" is given, the student's grade point average will be recomputed.

PASS-FAIL

Students may choose to take elective courses on a pass or fail basis instead of the regular grading system, in accordance with the following:

1. Electives shall be defined as courses not directly required for an individual's degree. Thus, electives allowed within the major field of concentration would be excluded from P/F. In the event of change in major fields, the course previously taken for P/F applicable to the new major field shall be substituted by approved courses. Required General Education courses also shall be excluded from the pass/fail option. The ultimate responsibility for correct scheduling rests with the student.
2. A passing grade in the P/F shall be equivalent to the normal passing range of A through D in the conventional system.
3. All students are eligible for P/F courses with the exception of those currently on academic probation.
4. Students shall be limited to 24 hours of P/F, with not more than one course to a maximum of 4 credit hours being taken in any one session.
5. Students will declare in the Registrar's office for P/F by the end of the week following Add/Drop. This decision shall be final.

FINAL EXAMINATIONS

The policy of the College is to require that final examinations be given at the end of each semester and summer term. A schedule prepared by the Registrar's Office establishes regular periods of semester examinations; the final day or days of each summer term are reserved for this purpose. Final examinations are to be administered for every course at the published time, unless other arrangements are approved by the Academic Dean.

Last-semester seniors (graduating at the end of either the Fall or Spring semester) with the quality-point rating of 3.0 or better in a given course (this recommendation not to include General Education courses) may be excused from the final examination at the option of the professor. Such students may elect to take the final examination which will count in the determination of the final grade. This policy does not apply to courses taken during summer sessions.

QUALITY POINTS

The quality-point average is computed on all work for which the student has registered, except for the courses with grades of W or P, and is based on the following quality-point values for each semester hour of credit:

| A | B | C | D | F | IF |
|---|---|---|---|---|----|
| 4 | 3 | 2 | 1 | 0 | 0 |

REPEATING COURSES

If students earn a grade of "D" or "F" on any course taken no later than the semester or summer term during which they attempt the sixtieth semester hour, and if they repeat this course prior to the receipt of a baccalaureate degree, the original grade shall be disregarded and the grade or grades earned when the course is repeated shall be used in determining their grade point average. The original grade shall not be deleted from the student's record. A course in which a grade of "C" or better is received may not be repeated.

SPECIAL EXAMINATION FOR COURSE CREDIT

Application must be made to the Registrar for permission to take a special examination. To qualify for permission to take such an examination, an applicant must be enrolled full-time at Shepherd College and be recommended by the chairman of the division and the instructor concerned. Examinations will not be given for courses in which the student has obtained a low grade previously.

Applicants must pay a fee for each special examination. A receipt for the payment of the fee must be obtained from the Business Office. No money will be refunded if any examination is failed. Upon successful completion, the student will receive the hours credit for the course with no letter grade designated. This will not affect the quality point average of the student.

ACADEMIC PROBATION

At the end of each grading period each student's cumulative grade point average is calculated. The calculation is determined by dividing the number of earned quality points by the number of attempted hours.

Rule A. When a student's cumulative grade point average falls below 1.600 on a total of sixty (60) or fewer hours attempted, the student will be placed on academic probation.

Rule B. When a student's cumulative grade point average falls below 1.900 on a total of sixty-one (61) or more hours attempted, the student will be placed on academic probation.

In the computation of the cumulative grade point average, a grade of "I" will not be included as hours attempted. When the grade of "I" is replaced by a passing or failing grade, an appropriate entry will be made in the student's cumulative grade point average by the Office of the Registrar.

The student placed on probation at the beginning of the fall semester of an academic year must attain a 2.0 average on his combined fall and the following spring semester grades. If the student does not attain a 2.0 average, the student will be suspended for the following fall semester.

The student placed on probation at the beginning of the spring semester of an academic year must attain a 2.0 average for that semester. If the student does not attain a 2.0 average, the student will be suspended for the following fall semester.

Summer School: Suspension will be waived temporarily for those who wish to attend either one or both summer sessions (at Shepherd) immediately following notice of suspension. The student placed on probation at the beginning of the fall semester must attain a 2.0 average on his/her combined hours for the fall, spring and summer session(s) to be eligible to return for the following fall semester. The student placed on probation at the beginning of the spring semester must attain a 2.0 average on his/her combined hours for the spring and summer session(s) to be eligible to return for the following fall semester.

The student will be removed from probation when his/her cumulative grade point average reaches 2.0.

The student who has been suspended from the College for the first time may apply for readmission after one semester by completing an Application for Admission. The student who has been suspended from the College for the second time may apply for readmission after one academic year by completing an Application for Admission. The student who has been suspended from the College for the third time may apply for readmission after one academic year by completing an Application for Admission and petitioning the Admissions and Credits Committee. The Admissions and Credits Committee will review the application and render a decision in writing to the applicant.

The student on probation who withdraws from the College after the first five (5) weeks of the semester will not be permitted to enroll in the college for the next regular semester or summer school. Any student who fails 50 percent or more of work attempted in any semester is subject to dismissal at the end of that semester.

Appeals to the above regulations may be made to the Admissions and Credits Committee.

Students receiving Federal Financial Aid must also adhere to an Academic Progress Requirement. The specifics of this requirement may be found in the catalog under the Financial Aid Section.

ELIGIBILITY FOR DEAN'S LIST

To be honored, a student must carry at least 15 hours of work or be in the professional teaching block and must maintain a 3.2 average for the semester.



OFFICE OF ADVISEMENT AND LEARNING SUPPORT SERVICES

The Office of Advisement and Learning Support Services headquartered in Knutti Hall, room 114, offers a variety of coursework and services to assist students in achieving success at Shepherd. Among the responsibilities of this office are (1) the Academic Foundations Program, (2) The Study Center, (3) Microcomputer Laboratory, (4) Academic Advisement, and (5) Evening Support Services.

The Academic Foundations Program at Shepherd has been designed to bridge the gap between high school and college for interested students who do not meet the stated admissions standards. Through courses in reading and study skills, composition and mathematics, the program can help young and older students who wish to attend college but whose skills need further development. Academic Foundations courses feature individualized instruction and learning assistance sessions outside of class. Completion of the Academic Foundations Program will assist students in being academically prepared to pursue a Shepherd College degree.

In addition to Academic Foundations coursework for selected students, this office operates the college-wide learning center called the Study Center. The Study Center offers free tutoring in many academic courses to any interested Shepherd student. Besides peer tutors, the Study Center employs a supportive staff of professional learning resource specialists in the areas of mathematics, composition, reading and study skills to work with students individually and in small groups. The Study Center also sponsors free workshops on how-to-study skills and self-study materials to be used independently to improve specific reading skills.

Adjacent to the Study Center is the Microcomputer Lab which features a number of Apple II + e microcomputers with hard-copy capability. This facility supports coursework in other academic areas and provides the opportunity for all Shepherd students to develop computing skills.

A fourth service area is responsibility for the system of academic advisement, the process by which students receive information regarding curricular requirements and assistance in selection of appropriate major and coursework.

Extending academic advisement to evening and Saturday students who seek assistance in making academic decisions including selection of classes or majors is a function of the last area, Evening Support Services. A primary goal of Evening Support Services is to extend the accessibility of a number of daytime campus services to evening and Saturday students. An Evening Services Coordinator is available in Knutti Hall, room 114, afternoons, evenings, and Saturday mornings to assist interested students.

SELECTING A MINOR OR SECOND TEACHING FIELD

Students should be aware of the value and necessity of choosing a minor or a second teaching field early in their college career. Delaying this decision beyond the sophomore year may mean that the student will not be able to complete the degree program in four years.

ACADEMIC DISHONESTY

Cheating in all its forms, including plagiarism and cheating on visual work, is considered an academic matter to be controlled and acted upon by the individual faculty member. It is obvious that all instances of academic dishonesty cannot be prevented or penalized, but those which are detected will be dealt with severely.

Students guilty of academic dishonesty on examinations in any course shall receive, as a minimum penalty, a grade of "F" in that course. Such action shall be taken by the instructor, with written notification to the division chairman and the Academic Dean. Repeated offenses shall subject the student to suspension or dismissal from the College. Students involved in facilitating academic dishonesty among others, such as by the unauthorized dissemination of examination materials, will be subject to disciplinary action beyond that called for by their own cheating in a course.

PLAGIARISM is "the act of stealing and using, as one's own, the ideas, or the expression of the ideas of another." Whether that other is another student or a published author, plagiarism is cheating. Detailed instructions on avoiding plagiarism will be provided in required English courses, and comments also may be made by instructors in other courses for which papers are written. Plagiarism of words is the most serious offense. Direct quotations always must be indicated, for to present some one else's words as if you had thought them up is open dishonesty. Nor does the altering of a word here and there, any more than the defacing of a serial number on an engine, alter the theft. Plagiarism of ideas, for students who must depend upon the ideas of others while developing their own, is a more difficult offense to define. A good rule is never to borrow an idea which is important to the paper, particularly if it is found in print, without "paying for it" with an acknowledging footnote. Do not borrow notes from a book without indicating their sources, for this is to claim the reading of books the student has never seen. Plagiarism will be penalized by instructors according to the degree of dishonesty they judge is involved.

WEEKLY BULLETIN

The Office of College Relations publishes a weekly bulletin which is an official publication of the College. Changes of any provisions found in this catalog will be announced in the Weekly Bulletin.

ATTENDANCE POLICY

Students are expected to attend class; however, in the event of an absence, it is the student's responsibility to discuss with the instructor the possibility of making up any work missed. Whenever possible, the student should notify the instructor in advance of any necessary absence.

SPECIAL TOPICS COURSES

The College offers courses which fulfill short-term needs not justifying permanent listing in the Catalog or which respond to requests received on short notice.

Each discipline may have two courses, one lower-level and one upper-level, bearing the designation "Special Topics: (specific title)." The class schedule and the student transcripts also will carry the specific title of the course. Courses will be offered upon the agreement of the respective Division Chairman and the Academic Dean.

Credit will be given from one to four hours, and the course may be repeated as needed by the division. Topics for these courses will be created as needed by the division.

MULTI- AND INTERDISCIPLINARY COURSES

The division number of 99 has been established for multidisciplinary and interdisciplinary courses. These courses will be coordinated by the Academic Dean.

INDEPENDENT STUDY PROGRAM

To encourage independent reading and spirit of research, the faculty will admit, upon recommendation of academic advisors, properly qualified students as candidates for Independent Study.

College credit (determined at registration for course) of one to three semester hours will be allowed for independent programs on the recommendation of the study director with the approval of the division chairman. Credit gained in Independent Study may not be substituted for required course work.

To receive credit for Independent Study, the student must fulfill the following requirements:

1. Engage in reading and research as directed by the study director to supplement knowledge from sources not supplied by the courses taken in the major field.
2. Submit to the division chairman with the approval of the study director not later than one week before the end of the semester the original and two carbon copies of an acceptable research paper embodying the findings of the study.
3. At the discretion of the division, pass an oral examination on the subject of the research paper before an examining committee consisting of a minimum of the study director, the division chairman, the Academic Dean and another faculty member selected by the student, with the study director acting as chairman. (When the division chairman and the study director are the same person, another representative from the division will be named by the division chairman.)

To be admitted to candidacy, a student must satisfy the following conditions:

1. Have an overall average of 3.00 in not less than 80 semester hours attempted.
2. Have an average of 3.00 in the major field or teaching field.
3. Submit, through his advisor and study director to the chairman of the division concerned, a research proposal together with an abstract of the proposal.
4. Have application approved by the chairman of the division.

It is suggested that Independent Study may be particularly desirable to some students as a summer project.

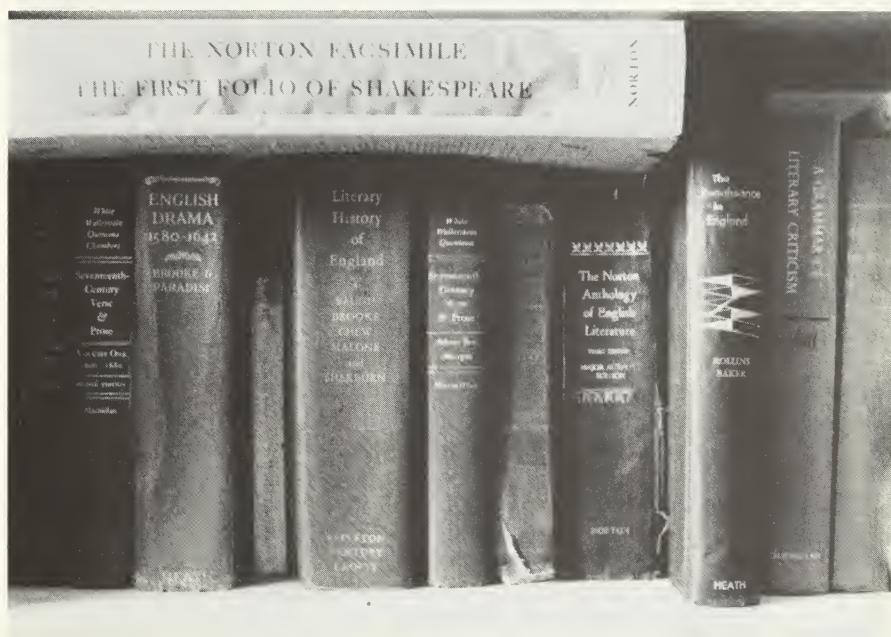
AIR FORCE ROTC

Air Force ROTC is available to students at Shepherd College through an agreement with the University of Maryland at College Park. Air Force ROTC courses are scheduled so that students from Shepherd College may complete all of their AFROTC requirements during one morning per week at the College Park campus. In addition, students at Shepherd College are eligible to compete for all AFROTC scholarships — the 7, 6, 5, and 4 semester scholarships pay for total tuition at both the University of Maryland and Shepherd College, pay for all required books, and provide a \$100.00 per month subsidy — and for pilot and navigator training programs. Upon graduation from Shepherd College and completion of the AFROTC curriculum at the University of Maryland, the student will be commissioned a second lieutenant in the Air Force. Students who are interested in Air Force ROTC can contact:

Air Force ROTC
Cole Fieldhouse, 2nd Floor
University of Maryland
College Park, MD 20742
Telephone: 301-454-3242/3243/3245

SECTION VI

DEGREES AND PROGRAMS OF STUDY



Divisions

Division of Business Administration
Division of Creative Arts
Division of Education
Division of Health, Physical Education,
Recreation, and Safety
Division of Languages and Literature
Division of Science and Mathematics
Division of the Social Sciences

Other Programs

Interdisciplinary Studies Degree
Regents Bachelor of Arts Degree
Continuing Education



Programs Offered by the Division of Business Administration

Bachelor of Science Degree

Majors: Accounting
Business Administration with Concentration in:
General Business
Marketing
Programming
Computer Programming and Information Systems
Economics
Hotel-Motel & Restaurant Management

Minors: Accounting
Business Administration
Economics
Office Technology
Programming and Information Systems

Bachelor of Arts in Secondary Education

Teaching Fields: Business Education 5-8, 9-12
Business Principles 5-8, 9-12
Secretarial Studies 5-8, 9-12

Associate of Science Degree

Programs: Accounting
Data Processing
General Business
Hotel-Motel & Restaurant Management
Marketing Management

Associate of Applied Science Degree

Program: Secretarial Science

DIVISION OF BUSINESS ADMINISTRATION

Dr. E. William Johnson, Division Chairman

Faculty Members: Dr. Beard, Mr. Brown, Mr. Casely, Mr. Cheng, Mr. Clark, Mrs. Colston, Dr. Coltrane, Mr. Hamood, Mrs. Kerfoot, Mr. Kirk, Dr. Moery, Dr. Phillips, Mrs. Phillips, Mr. Rath, Dr. Reid, Mr. Romano, Mrs. Scales, Dr. Sepehri, and Mr. Thatcher.

The Division of Business Administration's primary objectives are to provide students with an understanding (1) of business and economic institutions; (2) of the relationship of business to the rest of society; and (3) of those quantitative and qualitative tools that are necessary to make informed choices. The general studies program fosters these objectives by acquainting students with the social, political, and cultural environment and by developing for them fundamental techniques in mathematics, science, and communications. The Division's programs build upon these basic skills.

The Division offers bachelor degrees in accounting, business administration, business education, computer programming and information systems, economics, and hotel-motel and restaurant management. Within the business administration major, concentrations are available in computer programming, general business, and marketing. Minors are offered in accounting, business, computer programming and information systems, economics, and secretarial administration. The curricula are intended to prepare students for professional careers and for graduate study.

ACCOUNTING, BUSINESS ADMINISTRATION, AND HOTEL-MOTEL & RESTAURANT MANAGEMENT

These bachelor of science programs prepare students for professional careers in business. The programs stress that successful managers are generalists who understand the environment in which they operate and who are able to make informed choices under conditions of risk and uncertainty.

Students pursuing these degrees must take 12-205, Principles of Macroeconomics, for their general studies economics requirement and 85-154, Finite Mathematics, for their general studies mathematics requirement. They are advised to take 85-205, Calculus with Applications (as a business elective) or other mathematics electives, especially if they plan to attend graduate school in business or economics.

These bachelor degrees include a thirty-hour core of coursework in accounting, business policy, computers, economics, finance, law, management, marketing, and statistics. The core courses help provide students with a basic understanding of the business environment and decision-making techniques that are utilized in business.

CORE REQUIREMENTS FOR ALL STUDENTS PURSUING A B.S. IN ACCOUNTING, BUSINESS ADMINISTRATION OR IN HOTEL-MOTEL & RESTAURANT MANAGEMENT

| | |
|---|----|
| Total hours required in the core | 30 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 11-201, 202 Introductory Accounting I and II | 6 |
| 12-206 Principles of Microeconomics | 3 |
| 11-224 Business Statistics | 3 |
| 11-310 Principles of Management | 3 |
| 11-312 Business Law I | 3 |
| 11-340 Marketing | 3 |
| 11-400 Financial Management | 3 |
| 11-407 Business Policy | 3 |

Students should complete 85-154, 11-201, 11-202, 11-214, 11-224, 12-205, and 12-206 during their first two years of study. 85-154 Finite Mathematics and 12-205 Principles of Macroeconomics are specific general studies requirements.

In addition to the core, business administration majors select a concentration in either general business, marketing, or programming. Accounting and business administration majors must also elect a minor field of study. Any course that is required in both the major and the minor must be replaced by an elective numbered 11-200 or 12-300 or higher.

Hotel-Motel & Restaurant Management and Comprehensive Computer Programming and Information Systems majors do not need a minor.

CURRICULUM FOR A MAJOR IN ACCOUNTING

Due to the complexities of modern tax laws and governmental regulations as well as the need for adequate cost information by business firms, the demand for accountants remains high, in both the private and public sectors of the economy. Courses are offered to provide job entry skills and to prepare students to take the Uniform CPA Examination.

| | |
|---|----|
| Total hours required for a major | 54 |
| Business Core requirements | 30 |
| Accounting Major requirements | 24 |
| Required courses, 18 hours: | |
| 11-329-330 Intermediate Accounting | 6 |
| 11-336 Cost Accounting | 3 |
| 11-335 Income Tax Accounting | 3 |
| 11-402 Auditing | 3 |
| 11-406 Advanced Accounting | 3 |
| Elective hours from the following courses, 6 hours: | |
| 11-305 Managerial Accounting | 3 |
| 11-313 Business Law II | 3 |
| 11-338 Business Information Systems | 3 |
| 11-403 Fund Accounting | 3 |
| 11-410 Accounting Theory | 3 |
| 85-205 Calculus with Applications | 3 |

CURRICULUM FOR A MINOR IN ACCOUNTING

| | |
|---|-----|
| Total hours required for a minor | 15* |
| Required courses, 6 hours | 6 |
| 11-329 Intermediate Accounting* | 3 |
| 11-330 Intermediate Accounting | 3 |
| Elective hours from the following courses, 9 hours: | 9 |
| 11-338 Business Information Systems | 3 |
| 11-410 Accounting Theory | 3 |
| 11-403 Fund Accounting | 3 |
| 11-335 Income Tax | 3 |
| 11-336 Cost Accounting | 3 |
| 11-305 Managerial Accounting | 3 |

*Prerequisite: 11-201 & 11-202



CURRICULUM FOR A MAJOR IN BUSINESS ADMINISTRATION WITH A CONCENTRATION IN GENERAL BUSINESS

The concentration in general business provides the student with flexibility in the job market. It prepares generalists who should be able to meet changes in the specific employment needs of the business community.

| | |
|--|----|
| Total hours required for a major | 48 |
| Business Core requirements..... | 30 |
| General Business requirements | 18 |

One of the following Accounting courses:

| | | |
|--------|---------------------------------|---|
| 11-305 | Managerial Accounting | 3 |
| 11-329 | Intermediate Accounting I | 3 |
| 11-335 | Income Tax | 3 |
| 11-336 | Cost Accounting | 3 |

One of the following Marketing courses:

| | | |
|--------|-------------------------------|---|
| 11-350 | Retailing | 3 |
| 11-352 | International Marketing | 3 |
| 11-365 | Promotional Strategy | 3 |
| 11-375 | Strategic Marketing | 3 |
| 11-395 | Consumer Behavior | 3 |
| 11-405 | Marketing Research | 3 |

One of the following Management courses:

| | | |
|--------|-----------------------------------|---|
| 11-321 | Labor Problems | 3 |
| 11-390 | Human Relations in Industry | 3 |
| 11-409 | Personnel Management | 3 |
| 11-413 | Quantitative Methods | 3 |

Three additional elective courses numbered 11-300 or 12-300 or higher, two of which must come from the following list:

| | | |
|--------|--|---|
| 11-205 | Calculus with Applications* | 4 |
| 11-311 | Computer Language Concepts** | 3 |
| 11-313 | Business Law II | 3 |
| 11-316 | RPG-II Programming** | 3 |
| 11-330 | Intermediate Accounting II | 3 |
| 11-405 | Marketing Research | 3 |
| 11-413 | Quantitative Methods* | 3 |
| 12-301 | Intermediate Microeconomic Analysis*** | 3 |
| 12-303 | Managerial Economics*** | 3 |
| 12-305 | Money and Banking*** | 3 |

*Students minoring in Mathematics may not use these courses to fulfill the above requirement.

**Students minoring in Programming and Information Systems may not use these courses to fulfill the above requirement.

***Students minoring in Economics or seeking a double major in Business and Economics may not use these courses to fulfill the above requirement.

CURRICULUM FOR A MINOR IN BUSINESS ADMINISTRATION

| | |
|---|----|
| Total hours required for a minor | 27 |
| 11-201,202 Introductory Accounting I and II | 6 |
| 12-206 Principles of Microeconomics | 3 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 11-224 Business Statistics* | 3 |
| 11-310 Principles of Management | 3 |
| 11-312 Business Law I | 3 |
| 11-340 Marketing | 3 |
| 11-400 Financial Management | 3 |

*Students not majoring in economics may, with the permission of the Chairman of the Division of Business Administration, substitute Statistics, 85-314, for 11-224. Students required to take 85-314 in their major will substitute a business elective numbered 11-200 or 12-300 or higher for 11-224 in their minor.



CURRICULUM FOR A MAJOR IN BUSINESS ADMINISTRATION WITH A CONCENTRATION IN MARKETING

Emphasis on problems of marketing including production controls, transportation, merchandising, purchasing, and sales has created expanding job opportunities in this field.

| | |
|---|----|
| Total hours required for a major | 48 |
| Business Core requirements | 30 |
| Marketing Concentration requirements | 18 |
| Required courses, 12 hours: | |
| 11-305 Managerial Accounting | 3 |
| 11-375 Strategic Marketing | 3 |
| 11-395 Consumer Behavior | 3 |
| 11-405 Marketing Research | 3 |
| Electives from the following courses, 6 hours: | |
| 11-345 Written Communications in Business | 3 |
| 11-350 Retailing | 3 |
| 11-352 International Marketing | 3 |
| 11-365 Promotional Strategy | 3 |

CURRICULUM FOR A COMPREHENSIVE MAJOR IN COMPUTER PROGRAMMING AND INFORMATION SYSTEMS

This comprehensive program combines basic business skills and concepts with an in depth study of computers and information systems. It is designed to fill the growing demand for computer experts with backgrounds in business.

| | |
|--|-----|
| Total hours required | 128 |
| General studies requirements | 47 |
| Comprehensive major requirements | 63 |
| 11-201 Introductory Accounting I | 3 |
| 11-202 Introductory Accounting II | 3 |
| 12-206 Principles of Microeconomics | 3 |
| 11-214 Intro. to Computers and Basic Programming | 3 |
| 85-254 Discrete Math | 3 |
| 11-224 Business Statistics | 3 |
| 11-305 Managerial Accounting | 3 |
| 11-310 Principles of Management | 3 |
| 11-311 Computer Language Concepts | 3 |
| 11-312 Business Law I | 3 |
| 11-316 RPG II Programming, or | |
| 85-328 Data Structures | 3 |
| 11-345 Written Communications in Business | 3 |
| 11-413 Quantitative Methods | 3 |
| 11-384 Cobol | 3 |
| 11-385 Assembler Programming | 3 |
| 11-387 Systems Design | 3 |
| 11-388 Data Base Management Systems | 3 |
| 11-417 Advanced Cobol | 3 |
| 11-418 Management Information Systems | 3 |
| Electives in Business or Mathematics | 6 |
| Electives | 18 |

CURRICULUM FOR A MAJOR IN BUSINESS ADMINISTRATION WITH A CONCENTRATION IN PROGRAMMING

This concentration helps to prepare students for careers in data processing and programming.

| | |
|--|----|
| Total hours required for a major | 48 |
| Business Core requirements | 30 |
| Programming Concentration requirements | 18 |
| Required courses, 15 hours: | |
| 11-305 Managerial Accounting | 3 |
| 11-311 Computer Language Concepts | 3 |
| 11-384 Cobol Programming | 3 |
| 11-385 Assembler Programming | 3 |
| 11-417 Advanced Cobol | 3 |
| Electives from the following courses, 3 hours: | |
| 11-316 RPG II Programming | 3 |
| 11-387 Systems Design | 3 |
| 11-388 Data Base Management Systems | 3 |

CURRICULUM FOR A MINOR IN COMPUTER PROGRAMMING & INFORMATION SYSTEMS

| | |
|---|----|
| Total hours required for a minor | 15 |
| Required courses, 6 hours: | |
| 11-311 Computer Language Concepts | 3 |
| 11-384 COBOL Programming | 3 |
| Electives from any Computer Programming or Information Systems courses numbered 11-300 to 11-499 | 9 |

CURRICULUM FOR A COMPREHENSIVE MAJOR IN HOTEL-MOTEL & RESTAURANT MANAGEMENT

Mid-management job entry skills are provided in the restaurant, hotel and motel industries. The program combines business decision-making tools and practical application of these tools through on-the-job training in both of the basic service areas. No minor field of study is required with this major.

| | |
|---|----|
| Total hours required for a major | 66 |
| Business Core requirements | 30 |
| Hotel-Motel & Restaurant Management requirements | 36 |
| Required courses, 30 hours: | |
| 11-305 Managerial Accounting | 3 |
| 11-321 Labor Problems | 3 |
| 25-201 Introductory Foods | 3 |
| 25-318 Nutrition | 3 |
| 26-207 Survey of Food Services | 3 |
| 26-303 Lodging Management | 3 |
| 26-309 Food Production Systems | 3 |
| 26-490 Service Industry Externship | 3 |
| 26-492 Service Industry Externship | 3 |
| 26-493 Seminar in Hotel Motel & Restaurant Management | 3 |

Electives from the following courses, 6 hours:

Any course numbered 11-300 or higher or 85-205 Calculus with Applications or 25-306 Interior Design

ECONOMICS

The purpose of the programs in economics is to develop analytical skills for understanding how a nation or group of nations makes choices about consumption, production, money, distribution of income, and public finance. The programs help to prepare students for careers in business, finance, governmental service, law, graduate studies, and research.

Students majoring or minoring in economics must take 12-205, Principles of Macroeconomics, for their general studies economics requirement and 85-154, Finite Mathematics, for their general studies mathematics requirement.

CURRICULUM FOR A MAJOR IN ECONOMICS

| | |
|---|----|
| Total hours required for a major | 30 |
| Required courses, 15 hours: | |
| 11-224 Business Statistics | 3 |
| 12-206 Principles of Microeconomics | 3 |
| 12-301 Intermediate Microeconomics | 3 |
| 12-302 Intermediate Macroeconomics | 3 |
| 12-450 Senior Seminar in Economics | 3 |
| Electives from the following courses, 15 hours: | |
| 11-413 Quantitative Methods | 3 |
| 12-303 Managerial Economics | 3 |
| 12-304 History of Economic Thought | 3 |
| 12-305 Money and Banking | 3 |
| 12-310 Public Finance | 3 |
| 12-320 State and Local Finance | 3 |
| 12-325 International Finance | 3 |
| 12-326 International Trade | 3 |
| 12-350 Government and Business | 3 |
| 71-311 Economic History of the United States | 3 |
| 85-205 Calculus with Applications | 4 |

CURRICULUM FOR A MINOR IN ECONOMICS

*Some of these courses have as a prerequisite, 11-224 and 12-206.

BUSINESS EDUCATION TEACHING FIELDS

The following curricula prepare teachers of business subjects in grades 5-8 and 9-12 as well as vocational-technical schools. The four-year program leads to certification in the field of business education.

CURRICULUM FOR BUSINESS EDUCATION TEACHING FIELD 5-8, 9-12

| | |
|--|----|
| Total hours required for a teaching field | 49 |
| 11-150 Introduction to Business | 3 |
| 11-201,202 Introductory Accounting I and II | 6 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 11-224 Business Statistics | 3 |
| 11-310 Principles of Management | 3 |
| 11-312 Business Law I | 3 |
| 11-345 Written Communications in Business or 13-227 Business Communications | 3 |
| 85-154 Finite Mathematics | 3 |
| 13-104 Typewriting II | 2 |
| 13-105 Typewriting III | 3 |
| 13-202 Shorthand II | 4 |
| 13-320 Transcription | 3 |
| 13-324 Secretarial Administration | 3 |
| 13-326 Calculator Skills | 1 |
| 13-327 Filing and Reprographics | 1 |
| 13-328 Word Processing Operations | 1 |
| 13-329 Word Processing Concepts | 3 |
| 13-403 Directed Office Experience | 2 |

Note: Students must take Typewriting I (13-103) and Shorthand I (13-201) if they do not pass the placement examination for each course.

CURRICULUM FOR SECRETARIAL STUDIES TEACHING FIELD 5-8, 9-12

| | |
|---|----|
| Total hours required for a teaching field | 37 |
| 11-150 Introduction to Business | 3 |
| 11-201,202 Introductory Accounting I and II | 6 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 11-312 Business Law I | 3 |
| 13-104 Typewriting II | 2 |
| 13-105 Typewriting III | 3 |
| 13-202 Shorthand II | 3 |
| 13-320 Transcription | 3 |
| 13-324 Secretarial Administration | 3 |
| 13-326 Calculator Skills | 1 |
| 13-327 Filing and Reprographics | 1 |
| 13-328 Word Processing Operations | 1 |
| 13-329 Word Processing Concepts | 3 |
| 13-403 Directed Office Experience | 2 |

Note: Students must take Typewriting I (13-103) and Shorthand I (13-201) if they do not pass the placement examination for each course.

CURRICULUM FOR BUSINESS PRINCIPLES TEACHING FIELD
5-8, 9-12

| | |
|---|----|
| Total hours required for a teaching field | 37 |
| 11-150 Introduction to Business | 3 |
| 11-201,202 Introductory Accounting I and II | 6 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 11-224 Business Statistics | 3 |
| 11-312 Business Law I | 3 |
| 85-154 Finite Mathematics | 3 |
| 13-104 Typewriting II | 2 |
| 13-105 Typewriting III | 3 |
| 13-324 Secretarial Administration | 3 |
| 13-326 Calculator Skills | 1 |
| 13-327 Filing and Reprographics | 1 |
| 13-328 Word Processing Operations | 1 |
| 13-329 Word Processing Concepts | 3 |
| 13-403 Directed Office Experience | 2 |

Note: Students must take Typewriting I (13-103) and Shorthand I (13-201) if they do not pass the placement examination for each course.

CURRICULUM FOR A MINOR IN OFFICE TECHNOLOGY

| | |
|--|----|
| Total hours required for a minor | 23 |
| 13-104 Typewriting II | 2 |
| 13-105 Typewriting III | 3 |
| 13-201 Shorthand I | 3 |
| 13-328 Word Processing Operations | 1 |
| 13-326 Calculator Skills | 1 |
| 13-327 Filing and Reprographics | 1 |
| 13-324 Secretarial Administration | 3 |
| 13-329 Word Processing Concepts | 3 |
| Select any 2 courses below: | |
| 11-202* Introductory Accounting II | 3 |
| 13-202 Shorthand II | 3 |
| 13-320 Transcription | 3 |
| 13-330 Word Processing Applications | 3 |

*Prerequisite 11-201

MD 43 000

35,000

2500

10,000

1500





Programs Offered by the Division of Creative Arts

Associate of Arts Degree (see Community College section)

Programs: *Graphic Design*
Photography

Bachelor of Arts Degree

Major: *Music*
Minors: *Art, Music, Photography*

Bachelor of Fine Arts Degree

Concentrations: *Painting, Printmaking, Graphic Design, Photography*

Bachelor of Arts in Education Degree

Teaching Fields: *Art Education, K-4, 5-8, 9-12*
Art Education, 5-8, 9-12
Art Education, 5-8
Music Education, K-4, 5-8, 9-12

DIVISION OF CREATIVE ARTS

Dr. R.L. Jones, Jr., Division Chairman

Faculty Members: Mr. Benedict, Dr. Coy, Dr. Kinnett, Mr. Northrup, Mr. Nuetzel, Dr. Pantle, Ms. Smith, and Mr. Stenger.

ART

The Art Department concentrates on providing opportunities for the student's self-discovery and research within the various areas of the visual arts. The program is designed:

1. To give the student a diversified background in art.
2. To encourage and challenge the individual to grow creatively and professionally as an artist, designer, photographer, or teacher.
3. To develop and/or preserve:
 - a. an interest in art through an understanding of the creative process,
 - b. the basic theories of aesthetics,
 - c. the nature of materials and processes, and
 - d. the philosophical and technical aspects of both historical and contemporary art forms.

Bachelor of Fine Arts

The Bachelor of Fine Arts degree program is designed to provide the graduate with the technical knowledge and skills essential to the specific visual disciplines of graphic design, photography, printmaking, or painting. This in-depth concentration in one of four areas of the visual arts is complemented by an invaluable liberal arts exposure. Graduates are prepared to compete successfully as designer or photographer both as an entry-level professional and also as a graduate level, Master of Fine Arts candidate.

CURRICULUM FOR A BACHELOR OF FINE ARTS

| | |
|--|-----------|
| Total hours required | 128 |
| FINE ARTS CORE | 33 |
| 33-140 Foundations of Design I | 3 |
| 33-170 Foundations of Design II | 3 |
| 33-203 History of Western Art | 3 |
| 33-204 History of Western Art | 3 |
| 33-208 Portfolio Development | 1 |
| 33-303 Contemporary Art | 3 |
| 33-360 Printmaking (Etching/Lithography) | 3 |
| 33-181 Black & White Photography I | 3 |
| 33-403 Aesthetic Criticism | 3 |
| 33-404 Research in Art History | 3 |
| Plus 6 hrs. in Minor Concentration below | 6 |
| Concentration (choose ONE option) | 42 |
| GRAPHIC DESIGN OPTION (select 42 hours) | |
| 33-115 Drawing | 3 |
| 33-116 Drawing | 3 |
| 34-171 Introduction to Visual Communication | 3 |
| 34-172 Typography | 3 |
| 33-230 Painting | 3 |
| 34-272 Methods and Concepts of Graphic Design I | 3 |
| 34-273 Methods and Concepts of Graphic Design II | 3 |
| 34-375 Design Strategies of Visual Comm. I | 3 |
| 34-376 Design Strategies of Visual Comm. II | 3 |
| 34-472 Typographical Design and Layout | 3-6 |
| 34-479 Projects Workshop in Graphic Design | 3-6 |
| 34-480 Case Studies in Graphic Design | 3-6 |
| PAINTING OPTION (select 42 hours) | |
| 33-115 Drawing | 3 |
| 33-116 Drawing | 3 |
| 33-230 Painting | 3 |
| 33-330 Advanced Painting | 3-6 |
| 33-331 Watercolors | 3 |
| 33-400 Studio Problems | 3-6 |
| 33-410 Advanced Drawing | 3 |
| 33-430 Figure Painting | 3-9 |
| 33-434 Research in Painting | 3-9 |
| PHOTOGRAPHY OPTION (select 42 hours) | |
| 35-280 Visual Fundamentals of Photography | 3 |
| 33-361 Advanced Printmaking | 3 |
| 83-310 Photographic Science | 3 |
| 35-281 Studio Photography I | 3 |
| 35-182 Black & White Photography II | 3 |
| 35-384 Photojournalism | 3 |
| 35-383 Studio Photography II | 3 |
| 35-479 Projects Workshop in Photography I | 3 |
| 35-480 Projects Workshop in Photography II | 3 |
| 35-481 Graphic Design Photography I | 3 |
| 35-482 Graphic Design Photography II | 3 |
| 35-484 Color Photography I | 3 |
| 35-485 Color Photography II | 3 |
| 35-486 Experimental Photography | 3-6 |

PRINTMAKING OPTION (select 42 hours)

| | | |
|--------|-------------------------------|-----|
| 33-115 | Drawing | 3 |
| 33-116 | Drawing | 3 |
| 33-362 | Etching | 3-6 |
| 33-363 | Serigraphy | 3-6 |
| 33-364 | Lithography | 3-6 |
| 33-400 | Studio Problems | 3-6 |
| 33-410 | Advanced Drawing | 3 |
| 33-460 | Woodcut | 3-6 |
| 33-464 | Research in Printmaking | 3-9 |

BACHELOR OF ARTS IN EDUCATION

The Bachelor of Arts in Education with a teaching field in art (K-4, 5-8, and/or 9-12) is designed to provide the graduate with the skills and technical knowledge in art combined with an understanding and experience in the educational process. Graduates may receive certification to teach art at 3 educational levels.

**CURRICULUM FOR A B.A. DEGREE IN SECONDARY EDUCATION
WITH A TEACHING FIELD IN ART GRADES K-4, 5-8, 9-12**

| | |
|-------------------------------------|--|
| Total semester hours required | 52 |
| 33-115 | Introduction to Drawing |
| 33-116 | Intermediate Drawing |
| 33-140 | Foundations of Design I |
| 33-170 | Foundations of Design II |
| 33-203 | History of Western Art |
| 33-204 | History of Western Art |
| 33-230 | Painting |
| 33-240 | Sculpture |
| 33-303 | Contemporary Art |
| 33-320 | Art in Elementary Education |
| 33-322 | Arts and Crafts in the Elementary School |
| 33-352 | Crafts |
| 33-360 | Printmaking |
| 33-403 | Aesthetic Criticism |
| 35-181 | Black & White Photography |
| | Electives in one of the following concentrations |
| | Painting |
| | Graphic Design |
| | Photography |
| | Printmaking, or |
| | Art Therapy/Psychology |

NOTE: 3 semester hours of general electives are part of this curriculum and can be taken in any subject matter area. Also, one course in the Professional Education Block is required of Art curriculum students:

| | | |
|--------|--|---|
| 21-427 | Special Methods of Teaching of Art | 3 |
|--------|--|---|

CURRICULUM FOR A B.A. DEGREE IN SECONDARY EDUCATION WITH A TEACHING FIELD IN ART GRADES 5-8, 9-12

| | |
|--|----|
| Total semester hours required | 36 |
| 33-115 Introduction to Drawing | 3 |
| 33-140 Foundations of Design I | 3 |
| 33-170 Foundations of Design II | 3 |
| 33-203 History of Western Art | 3 |
| 33-204 History of Western Art | 3 |
| 33-230 Painting | 3 |
| 33-360 Printmaking | 3 |
| 33-240 Sculpture | 3 |
| 33-352 Crafts | 3 |
| 33-403 Aesthetic Criticism | 3 |
| Electives in one of the following concentrations | 6 |
| Graphic Design | |
| Painting | |
| Printmaking | |
| Photography | |

CURRICULUM FOR A B.A. DEGREE IN ELEMENTARY EDUCATION WITH A TEACHING FIELD IN ART GRADES 5 THROUGH 8

| | |
|--|----|
| Total semester hours required | 21 |
| 33-115 Introduction to Drawing | 3 |
| 33-140 Foundations of Design I | 3 |
| 33-170 Foundations of Design II | 3 |
| 33-230 Painting | 3 |
| 33-360 Printmaking | 3 |
| 33-352 Crafts | 3 |
| 33-240 Sculpture | 3 |

CURRICULUM FOR A MINOR IN ART

| | |
|---|----|
| Total semester hours required | 24 |
| 33-140 Foundations of Design I | 3 |
| 33-170 Foundations of Design II | 3 |
| 33-115 Introduction to Drawing | 3 |
| 33-203 History of Western Art | 3 |
| 33-204 History of Western Art | 3 |
| 33-230 Painting | 3 |
| 33-360 Printmaking | 3 |
| 35-181 Black & White Photography | 3 |

CURRICULUM FOR A MINOR IN PHOTOGRAPHY

| | |
|--|----|
| Total semester hours required | 24 |
| 35-181 Black & White Photography I | 3 |
| 35-182 Black & White Photography II | 3 |
| 35-281 Studio Photography I | 3 |
| 35-289 Visual Fundamentals of Photography | 3 |
| 83-310 Photographic Science | 3 |
| 35-383 Studio Photography II | 3 |
| 35-484 Color Photography I | 3 |
| 35-384 Photojournalism | 3 |

MUSIC

The Music Department concentrates on providing a climate conducive to the development of the comprehensive musician. This is achieved through a highly personalized and student-centered approach which revolves around the integration of the various musical areas as a unified core of experience. The program is designed:

1. To inspire student growth in creative, artistic and professional terms.
2. To foster student inquiry, interaction, and self-discovery.
3. To develop performance and/or compositional skill in those seeking non-teaching music career objectives.
4. To provide a strong foundation for future graduate work in the field of music.
5. To train students seeking public school music careers according to approved standards of teacher education.
6. To develop student capacity to communicate music and its role in society to others.
7. To develop the aesthetic sense of the general student in terms of musical understanding, appreciation, and perception.
8. To provide avocation opportunities for interested students, through participation in the various music ensembles and other music activities.
9. To enhance the image of the Creative Arts Division, the Music Department and the College in general by serving as a "hub" of artistic activity in the surrounding area.

PROGRAMS

Bachelor of Arts in Music

The Bachelor of Arts in Music degree is a four-year program designed to meet the needs of music students whose vocational goals do not include teacher education. Concentrations are offered in Music Performance and in Music Composition. Vocationally, the program prepares students for concert work, private studio instruction, creative music in the communicative arts, church music, community music, or further graduate work.

B.A. in Music Education

The Music Department offers courses leading to the Bachelor of Arts degree in Music Education with a teaching field in Comprehensive Music, grades K-4, 5-8, 9-12. Students may elect to emphasize instrumental or vocal music with a secondary interest chosen from one of the following: Performance, Music Theory and Composition, or Jazz Studies.

B.A. or B.S. Interdisciplinary (Music Component)

Shepherd College offers an Interdisciplinary Studies program which permits students to pursue a baccalaureate degree with an emphasis in two disciplines. The Music Component can be in Performance or in any other area of the music field, except Music Education. Programs are developed on an individual basis with advisors (for more specific information and specific examples of the music opportunities of this degree, see the Interdisciplinary Studies section and contact the Music Department Chairman).

Minor in Music

A non-teaching minor is available to students majoring in another field but who evidence a strong interest in Music.

CURRICULUM FOR A BACHELOR OF ARTS IN MUSIC DEGREE

| | |
|--------------------------------------|-------|
| Total hours required | 128 |
| General Education Requirements | 47 |
| Foreign Language Requirement | 12 |
| Basic Music Core Requirement | 36 |
| Music Concentration Area | 29-30 |
| Electives | 6-7 |

Music Curriculum

| | |
|---|-------|
| Total hours required | 64-65 |
| Music Core of Courses | 36 |
| 32-101 Harmony/Counterpoint I | 3 |
| 32-103 Ear-Training/Conducting I | 1 |
| 32-102 Harmony Counterpoint II | 3 |
| 32-104 Ear-Training/Conducting II | 1 |
| 32-301 Adv. Harmony/Counterpoint III | 3 |
| 32-303 Ear-Training/Conducting III | 1 |
| 32-302 Adv. Harmony/Counterpoint IV | 3 |
| 32-304 Ear-Training/Conducting IV | 1 |
| 32-305 Forms and Analysis | 3 |
| 32-311 Music History I | 3 |
| 32-312 Music History II | 3 |
| 32-350 Band <i>or</i> | |
| 32-360 Choir | 8 |
| 32-397 Junior Music Activity | 1 |
| 32-497 Senior Music Activity | 1 |
| 32-498 Senior Seminar | 1 |

Declared Music Concentration

| | |
|---|-------|
| Total hours required (choose ONE concentration) | 29-30 |
| INSTRUMENTAL PERFORMANCE | |

| | | |
|--------|--|-----|
| 32-315 | Applied Major Instrument | 11 |
| 32-318 | Applied Secondary Instrument | 4 |
| 32-403 | Ensemble (Advisor guidance) | 4 |
| 32-315 | Symphonic Literature | 2 |
| 32-318 | Keyboard Literature <i>or</i> | |
| 32-403 | Orchestration | 3 |
| | Music Electives: Selected from 32-207, 306, 413, 425, 427 | 5-6 |

VOCAL PERFORMANCE

| | | |
|--------|---|-----|
| 32-316 | Applied Voice | 11 |
| 32-317 | Applied Keyboard | 4 |
| 32-319 | Ensemble (Advisor guidance) | 4 |
| 32-316 | Choral Literature | 2 |
| 32-317 | Vocal Literature <i>or</i> | |
| 32-319 | Opera | 3 |
| | Music Electives: Selected from 32-207, 306, 423, 424 | 5-6 |

FACILITIES

The Music Department is housed in the Creative Arts Center which provides the physical resources to meet ever-changing vocational and educational demands. The facility contains numerous practice-rooms, classrooms and studio-offices in addition to

unique areas such as an Electronic Piano and Guitar Lab, a Recording Studio, Vocal and Instrumental Rehearsal areas, a Music Resource Center, and a Music Recital Hall. Equipment is continually updated.

COMPOSITION

| | | |
|--------|--|-----|
| | Applied Major Instrument | 6-8 |
| | Applied Secondary Instrument | 4-2 |
| 32-306 | Composition/Arranging | 3 |
| 32-404 | Music Composition I | 3 |
| 32-405 | Music Composition II | 3 |
| 32-401 | Survey of Electronic Music | 2 |
| 32-424 | Advanced Conducting (Vocal) or | |
| 32-425 | Advanced Conducting (Instrumental) | 2 |
| 32-299 | Special Studies in Music, or | |
| 32-421 | Music Research & Independent Study | 1 |
| | Music Electives: Selected from 32-207, 315, 316, 317, 318 | 5-6 |

CURRICULUM FOR A B.A. DEGREE IN SECONDARY EDUCATION WITH A TEACHING FIELD IN COMPREHENSIVE MUSIC GRADES K-4, 5-8, 9-12

| | | |
|-------------------------------------|--|---|
| Total semester hours required | 56 | |
| 32-101 | Harmony/Counterpoint I | 3 |
| 32-102 | Harmony/Counterpoint II | 3 |
| 32-103 | Ear-Training/Conducting I | 1 |
| 32-104 | Ear-Training/Conducting II | 1 |
| 32-107 | Keyboard & Fretted Instruments Harmony | 2 |
| 32-223 | General Music Techniques I (vocalists) | 1 |
| 32-224 | General Music Techniques II (vocalists) | 1 |
| 32-225 | General Music Techniques III (vocalists) | 1 |
| 32-230 | Woodwinds (instrumentalists) | 1 |
| 32-231 | Woodwinds (instrumentalists) | 1 |
| 32-232 | Brass (instrumentalists) | 1 |
| 32-234 | Percussion (instrumentalists) | 1 |
| | (instrumentalists waive major instr.) | |
| 32-301 | Advanced Harmony/Counterpoint III | 3 |
| 32-302 | Advanced Harmony/Counterpoint IV | 3 |
| 32-303 | Ear-Training/Conducting III | 1 |
| 32-304 | Ear-Training/Conducting IV | 1 |
| 32-305 | Forms and Analysis | 3 |
| 32-306 | Composition/Arranging | 3 |
| 32-311 | Music History I | 3 |
| 32-312 | Music History II | 3 |
| 32-315 | Symphonic Literature | 2 |
| 32-316 | Choral Literature | 2 |
| 32-321 | Instrumental Pedagogy | 3 |
| 32-322 | Vocal Pedagogy | 3 |
| 32-323 | Materials and Procedures | 2 |
| 32-424 | Advanced Vocal Conducting or | |
| 32-425 | Advanced Instrumental Conducting | 2 |
| 32-497 | Senior Activity | 1 |
| 32-498 | Senior Seminar | 1 |
| | Private Applied Lessons (maj. instr.) | 7 |

CURRICULUM FOR THE MINOR IN MUSIC

| | |
|---|----|
| Total semester hours required | 27 |
| 32-101 Harmony/Counterpoint I | 3 |
| 32-102 Harmony/Counterpoint II | 3 |
| 32-103 Ear-Training/Conducting I | 1 |
| 32-104 Ear-Training/Conducting II | 1 |
| 32-311 Music History | 3 |
| 32-312 Music History | 3 |
| Applied Music | 6 |
| Music Electives | 7 |
| Electives must be chosen from the following: | |
| 32-301, 32-302, 32-305, 32-306, 32-315, 32-316, | |
| 32-317, 32-319, 32-401, 32-421 | |

SUPERVISED TEACHING IN MUSIC

Students making application for supervised teaching in the music field will be recommended subject to the approval of the music faculty and the teacher education committee. (See qualifications listed under Education, THE PROFESSIONAL TEACHER EDUCATION BLOCK). The criteria for approval by the music faculty involves the following: (1) review of the student's general qualifications; (2) academic record, specifically in music a 2.5 average; (3) completion of all required music courses except private applied and ensemble credit; and (4) passing the appropriate level of accompaniment proficiency. Students not recommended for supervised teaching may request a re-evaluation after not less than one semester or two summer sessions, during which time it is expected that specified deficiencies will have been eliminated.

SPECIAL REQUIREMENTS FOR MUSIC MAJORS

In addition to completing the prescribed courses in one of the music degree programs, all music majors will satisfy the following special requirements (Copies containing more specific details of the "Special Requirements" will be distributed to all music majors during their first semester; in addition, copies may be obtained from the department chairman.):

- 1. Ensemble Participation.** All music majors are required to participate in band and choir during the first semester of the freshman year. Thereafter, instrumental majors are to participate in band and vocal majors are to participate in choir (keyboard and guitar majors may select band or choir) during each and every semester. Music education majors are excused from ensemble participation during the semester of supervised teaching.
- 2. Attendance at Musical Events.** All music majors are required to attend college and community concerts, recitals, and music programs in order to acquire a more comprehensive background in music literature than can be gained solely through class participation. They will adhere to concert attendance policies established by instructors of those courses designated by the music department as having a concert attendance component.
- 3. Senior Music Seminar.** All music majors are required to complete this course which is designed to review and synthesize information and skills acquired through coursework leading to the senior year.

4. **Accompaniment Proficiency.** Non-keyboard Music Education majors are required to pass a proficiency level examination in accompaniment skills before they can be recommended by the Music Department for admittance to the Teacher Education Professional Block. Voice majors must pass this examination using a keyboard instrument. Instrumental majors may use a keyboard instrument or the guitar.
5. **Junior Recital-Activity.** All students pursuing a Bachelor of Arts degree in performance are required to present a recital on their major instrument; students pursuing a Bachelor of Arts degree in Composition are required to present a program of original compositions.
6. **Senior Music Activity.** All music majors are required to complete a Senior Music Activity during the final year. This activity may assume one of the following forms: Recital; Lecture-Recital; Project; or Recital-Project.
7. **Private Applied Music.** Music majors are required to take private applied lessons on their major instrument (with or without credit) every semester of their college careers, regardless of other applied music considerations. Music Education majors must be able to perform at specified levels on their major instrument and on a secondary instrument — levels are based upon the students' areas of emphasis. A complete listing may be found in the office of the department chairman. Students seeking the Bachelor of Arts in music performance must achieve a level eight on their major instrument while those students seeking the Bachelor of Arts in music composition must achieve a level five on their major instrument.

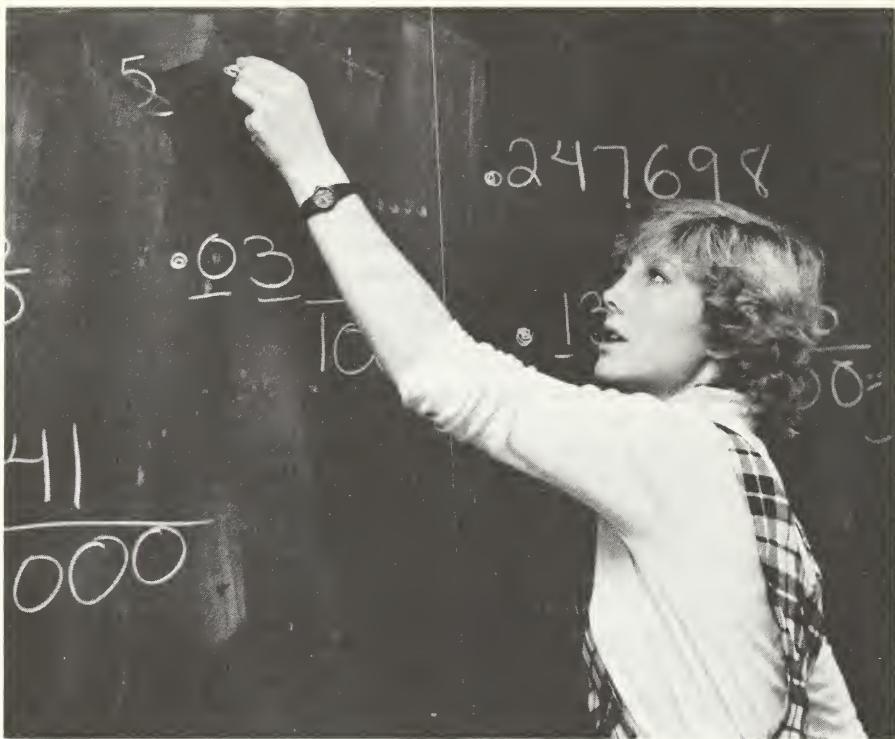
MENC STUDENT CHAPTER

Music students can affiliate with professional music educators and with music students from other colleges and universities in the United States through membership in a student chapter of the Music Educators National Conference. This organization affords excellent opportunities for professional orientation and development during the college years.

MUSIC FOR THE GENERAL STUDENT

The general student is encouraged to participate in music ensembles, music courses and other activities of the Music Department.

1. **Private Applied Music.** Lessons are available to all college students by consent of the appropriate professor, and may be taken for one or two hours of credit per semester. One credit-hour is based on a one half-hour lesson plus a minimum of three hours of practice per week. Two credit-hours are based on two half-hour lessons plus a minimum of six hours of practice per week. The same course number can be applied any number of times for credit. Students are rated according to eight performance levels spelled out for each applied area in the Office of the Department Chairman.
2. **Music Ensembles.** Band, Choir, Jazz Ensemble, Chamber Singers and other music ensembles are open to the general student, as based on the entrance guidelines formulated by the particular faculty member involved. The department seeks increased involvement of the general student body in these activities.
3. **Music Courses.** The general student is encouraged to select music courses for elective credit. Pre-requisites and other information are included with the specific course descriptions contained elsewhere in this catalog.



Programs Offered by the Division of Education

Bachelor of Arts Degree

Majors: Psychology

Elementary Education

Early Childhood Education Endorsement

Middle Childhood Education Endorsement

Secondary Education

Teaching Field: Consumer and Homemaking Education, 5-8, 9-12

Bachelor of Science Degree

Major: Home Economics

Minors: Psychology

Home Economics-General

Home Economics-Fashion Emphasis

Home Economics-Foods and Nutrition Emphasis

Associate Degree (see Community College section)

Fashion Merchandising

DIVISION OF EDUCATION

Dr. Robert A. Cleminson, Division Chairman

Faculty Members: Mrs. Begole, Dr. Eggleston, Mr. Freeland, Ms. Holmberg, Dr. Jaranko, Mrs. Kepple, Dr. King, Dr. Merz, Dr. Myers, Mrs. Smith, Dr. P. Stealey, and Dr. Tucker.

PHILOSOPHY AND OBJECTIVES OF THE TEACHER EDUCATION PROGRAM

GENERAL OBJECTIVES

1. To provide for the professional preparation of competent beginning teachers for the public schools at the elementary, middle and adolescent levels.
2. To inculcate in students the dedication and skills necessary for educational leadership in the school and community.
3. To develop an understanding of the historical and philosophical traditions underlying the American school system.
4. To develop the sensitivity and knowledge necessary to cope with problems of human growth and development.
5. To provide the theoretical and practical knowledge needed for teaching by beginning teachers at all levels of instruction.
6. To provide public school teachers with opportunities for continuing professional growth through their association with the teacher education program.

The Division of Education is subject to the rules and regulations of the West Virginia Department of Education. The Department of Education periodically modifies its requirements for teacher certification. As a result, teacher education programs at this institution are subject to change.

All teacher education programs are approved by the National Council for Accreditation of Teacher Education (NCATE), the North Central Association of Colleges and Schools, and the West Virginia Department of Education.

PROFESSIONAL COMPETENCIES

- A. The student will demonstrate personal qualities and communicative and professional skills critical to successful teaching.
- B. The student will demonstrate proficiency and knowledge in the areas of human and interpersonal relationships.
- C. The student will demonstrate proficiency in classroom-management skills.
- D. The student will demonstrate knowledge of the structure of public education and an ability to function within its limitations.
- E. The student will demonstrate a proficiency in planning for instructional strategy.
- F. The student will demonstrate proficiency in classroom instruction.
- G. The student will show an awareness of the multicultural dimensions of American society and their implications for the educational process.

SELECTION OF CANDIDATES FOR TEACHER EDUCATION

A student desiring to pursue the teacher education program should indicate this intention, if known, at the time of matriculation and should plan an academic program which will satisfy the requirements of either the Bachelor of Arts in Secondary Education or the Bachelor of Arts in Elementary Education. The student's advisor or members of the faculty of the Division of Education are available to assist in such planning.

Acceptance into Shepherd College does not guarantee acceptance into a Teacher Education Program of the College. Application for status as a teacher candidate in a Teacher Education Program will be made to the Teacher Education Committee while the student is enrolled in the Sophomore year. At that time the Committee will appraise the student's record and approve as teacher candidates those students who have: 1) a 2.00 overall average in all courses taken, 2) "C" or better grades in English 60-101, 60-102, and Speech 69-202, 3) demonstrated promising scholarship in their field(s) of specialization, and 4) successful completion of the National Teacher Examinations Pre-Professional Skills Test and ACT-COMP Speaking Test.

A student whose record reveals some remediable deficiency may be granted provisional status as a teacher candidate in a Teacher Education Program until such deficiency is removed. Students denied admission will be informed of the reason(s) for rejection. Appeals may be made to the Teacher Education Committee.

A transfer student desiring to enter the Teacher Education Program should make application immediately after registration. All entrance requirements must be met before final approval will be granted.

Upon being admitted to the Program, each student is assigned an advisor. Personnel in the Division of Education function as advisors for all elementary education majors while secondary education majors have advisors in the divisions related to their field of specialization.

Records for each teacher candidate are kept in the Office of the Chairman of the Division of Education for advisement and to provide information for placement and employment.

THE PROFESSIONAL TEACHER EDUCATION BLOCK

The professional Teacher Education Block is a semester of professional education courses taken during the teacher candidate's senior year. No other courses or extracurricular activities may be scheduled if they would interfere with the pursuit of coursework of the Teacher Education Block. Exceptions to this policy require permission from the Chairman of the Division of Education and the chairman of the division in which the course or activity is scheduled.

A Shepherd College student in secondary education must complete satisfactorily a minimum of eight (8) semester hours of work in each teaching field at Shepherd College before being considered for admission to the Teacher Education Block.

Permission to enroll in the professional block is granted by the Committee to those teacher candidates who apply for entry into the Block and who have: 1) been fully accepted into the Teacher Education Program, 2) an overall average of 2.00 or above in all courses, 3) an average of 2.30 or above in their elementary education specialization or an average of 2.5 or above in their secondary education teaching field(s) (this includes all courses attempted in the area(s)), 4) an average of 2.00 or above in all professional education courses, 5) a minimum of 90 hours of coursework, 6) satisfactory completion of all prerequisite education courses, 7) an average of 2.00 or above in all General Studies courses, 8) satisfactory completion of subject area(s) comprehensive examination. No student will be permitted to complete a program in teacher education who has not completed Directed Teaching or obtained a recommendation from the Director of Teacher Education that Directed Teaching may be waived through the substitution of an approved practicum. Such practicums can be approved only for those students who have taught a minimum of three years, one of which occurred within the past five years, and who are willing to substitute work in either Problems of Elementary Education or Problems of Secondary Education for the actual Directed Teaching, plus securing the appropriate recommendation from principals and superintendents of the school system where employed.

Student teachers who choose to withdraw from the directed teaching experience, may accept a grade of 'Incomplete' and remove the grade the following term by successfully completing a new directed teaching assignment.

For student teachers who are not succeeding, their experience will be terminated. Then, they may withdraw from the course, accept a failing grade, or accept a grade of 'Incomplete.' The student who chooses a grade of 'Incomplete' will be given a second chance to succeed by completing a new directed teaching assignment the following term. The student who does not successfully complete a second directed teaching assignment will be removed from the Teacher Education Program.

Courses offered in the professional block include:

| Elementary Education Required | *Secondary Education Required |
|----------------------------------|----------------------------------|
| 21-402 | 21-404 |
| 21-450 | 21-455 or 21-456 or 21-457 |

*Special Methods in the student's field of study must be completed prior to or during the professional block but before student teaching can begin.

MAJOR IN ELEMENTARY EDUCATION (MULTI-SUBJECTS)

A student majoring in elementary education will pursue a program designed to meet the requirements of the Bachelor of Arts Degree in Elementary Education and the West Virginia State Department of Education requirements for a teaching certificate in grades K-4, and 5-8. This certificate is recognized by other states through a

reciprocity agreement. To meet these requirements, students must complete the General Studies program, the Elementary Education specialization, the Elementary Education professional program, and the following courses: 71-201 and 71-202 American History, 84-103 and 84-104 General Physical Science, and 41-360 School Health Problems.

CURRICULUM FOR THE ELEMENTARY EDUCATION (MULTI-SUBJECTS) SPECIALIZATION GRADES K-4, 5-8

| | |
|---|----|
| Total hours required | 35 |
| 32-100 Music as an Art and Science | 2 |
| 32-226 Music Materials and Procedures | 3 |
| 33-320 Art in Elementary Education | 2 |
| 33-322 Arts and Crafts for the Elementary School | 2 |
| 41-301 Health and Safety in the Elementary School | 3 |
| 43-110 Elementary School Physical Education Activities | 3 |
| 61-202 Backgrounds of Literature | 3 |
| 71-309 West Virginia and the Appalachian Region | 3 |
| 74-101 Principles of World Geography | 3 |
| 81-100 Life Science for Elementary Teachers | 4 |
| 82-100 Chemical Science | 4 |
| 85-300 Mathematics for Elementary Teachers | 3 |

The Elementary Education (Multi-Subjects) Professional Program

| | |
|---|----|
| Total hours required | 32 |
| 21-200 Foundations of Education | 3 |
| 21-300 Human Development | 3 |
| 21-302 Educational Psychology | 3 |
| 21-306 K-4 Field Experience | 2 |
| 21-307 5-8 Field Experience | 2 |
| 21-316 Methods in Science and Mathematics | 2 |
| 21-317 Methods in Social Studies | 2 |
| 21-402 General Methods, Elementary | 3 |
| 21-442 Reading and Language Arts | 3 |
| 21-445 The Teaching of Reading | 3 |
| 21-450 Directed Teaching, Grades K-4 and 5-8 | 6 |

CURRICULUM FOR EARLY CHILDHOOD EDUCATION ENDORSEMENT GRADES PRE K-K

Students desiring certification for teaching nursery school and obtaining an in-depth knowledge of teaching in kindergarten must complete the Early Childhood Education endorsement Pre K-K program. This endorsement can be added only to an elementary Education (multi-subjects) certificate. A student must successfully complete a directed teaching experience at the Pre K-K level in addition to the following courses:

| | |
|---|----|
| Total hours required | 12 |
| 21-314 Foundations of Early Education | 3 |
| 21-400 Instructional Strategies in Early Education | 3 |
| 21-401 Clinical Experience in Early Education | 3 |
| 25-304 Child Development | 3 |

CURRICULUM FOR MIDDLE CHILDHOOD EDUCATION ENDORSEMENT, GRADES 5-8.

Students desiring to teach Middle Childhood Education must complete a grade 5-8 program in a subject-matter area and complete a successful supervised student teaching experience in an approved Middle School for that grade level and in the subject for which the endorsement is being sought. Such an endorsement can be added only to an Elementary Education certificate.

Endorsements for grades 5-8 are available in the following subject matter specializations:

| | |
|-----------------|--------------------|
| Art | Mathematics |
| General Science | Physical Education |
| Language Arts | Social Studies |

For a list of required courses, see the curriculum listing in this *Catalog* under the appropriate academic division.

MAJOR IN SECONDARY EDUCATION

A student majoring in secondary education will pursue a program designed to meet the requirements of the Bachelor of Arts Degree in Secondary Education and the West Virginia State Department of Education requirements for a teaching certificate in grades 9-12, 5-8 and 9-12, and/or K-4, 5-8, and 9-12. To meet the requirements for the Bachelor of Arts in Secondary Education degree, the student must complete the General Studies Program, the 9-12, 5-8 and 9-12 and/or the K-4, 5-8, and 9-12 teaching specialization(s), and the Secondary Education professional program.

SECONDARY TEACHING FIELDS

K-4, 5-8, 9-12 Art

| | | | |
|-----------|--------------------------------------|----------------|----------------------|
| 5-8, 9-12 | Art | 5-8, 9-12 | Mathematics |
| 9-12 | Biology | K-4, 5-8, 9-12 | Music |
| 5-8, 9-12 | Business Education | K-4, 5-8, 9-12 | Physical Education |
| 5-8, 9-12 | Business Principles | 5-8, 9-12 | Physical Education |
| 9-12 | Chemistry | 9-12 | Safety Education |
| 5-8, 9-12 | Consumer and Homemaking Education | 5-8, 9-12 | Secretarial Studies |
| 5-8, 9-12 | English/Language Arts | K-4, 5-8, 9-12 | School Library Media |
| 5-8, 9-12 | General Science | 5-8, 9-12 | Social Studies |

K-4, 5-8, 9-12 Health

The Secondary Education Professional Program

| | | |
|--------|---|--------|
| 21-200 | Foundations of Education | 3 |
| 21-300 | Human Development | 3 |
| 21-302 | Educational Psychology | 3 |
| 21-306 | K-4 Field Experience | 2* |
| 21-307 | 5-8 Field Experience | 2** |
| 21-308 | 9-12 Field Experience | 2 |
| 21-404 | Principles and Practices of Secondary Education | 3 |
| 21-4XX | Special Methods In Subject Field | 3-6*** |
| 21-455 | Directed Teaching, Grades K-4, 5-8, 9-12 OR | 6 |
| 21-456 | Directed Teaching, 5-8, 9-12 OR | 6 |
| 21-457 | Directed Teaching, Grades 9-12 | 6 |

*Taken by those seeking certification in grades K-4

**Taken by those seeking certification in grades 5-8

***Consumer and Homemaking teaching field requires 6 semester hours of special methods

CERTIFICATION OF TEACHERS

APPLICATION, RECOMMENDATION, AND RENEWAL

Each teacher, in order to be eligible to teach in West Virginia and receive pay, must apply for a teacher's certificate through a college, county superintendent, or the State Department of Education.

The Provisional Professional Certificate must be recommended by a college. For the Provisional Professional Certificate, the college can recommend a teacher for a certificate if the teacher has completed at that college the major portion of the professional requirements including directed teaching.

Applications must be sent by the college or county superintendent directly to the State Department of Education. No application will be accepted by the State Department if received from the applicant.

IT IS THE PRIMARY RESPONSIBILITY OF EACH STUDENT AND TEACHER TO SEE THAT REQUIREMENTS ARE MET FOR CERTIFICATION AND FOR RENEWAL OF THE CERTIFICATE. Requirements for the various certificates may be obtained from the Office of the Registrar.

SCHOLARSHIP REQUIREMENTS FOR ALL CERTIFICATES

A "C" average is required: (1) on the total college credits earned; (2) on the hours earned in professional subjects; (3) a 2.3 average in the elementary specialization; a 2.5 average in each of the secondary teaching fields. "C" grades are required in each of the two basic English courses, 60-101 and 60-102, and Speech 69-202.

MAXIMUM CREDIT ALLOWED FOR TEACHERS IN SERVICE

Within the school year, an in-service teacher may earn a maximum of twelve semester hours of credit. No more than six semester hours may be earned in any one semester.

VALIDITY OF CERTIFICATES

Professional and Provisional Professional Elementary Certificates are valid in kindergarten and the first eight grades of the public school. Completion of a grade 5-8 specialization and a successful teaching experience in an approved Middle School will enable the student to add that subject endorsement to an elementary education certificate. Completion of a grade Pre K-K specialization and a successful directed teaching experience at the level will enable the student to add the Pre K-K endorsement to an elementary education certificate. Professional and Provisional Secondary Certificates are valid in grades 9-12, 5-8 and 9-12, and/or K-4, 5-8, and 9-12.

SUBSTITUTE TEACHERS

Substitute teachers are certified on the same basis as teachers regularly employed.

THE COOPERATIVE TRAINING PROGRAM

A program for the preparation of teachers of the deaf and blind is sponsored jointly by Shepherd College and the West Virginia Schools for the Deaf and the Blind.

Recognizing the need for teachers of the deaf and the blind child, the West Virginia Board of Regents, the West Virginia State Board of Education, Shepherd College, and the West Virginia Schools for the Deaf and Blind have undertaken a cooperative program designed to prepare teachers in these two areas of special education.

Students desiring to enter the program must fulfill all requirements of the regular teacher education program leading to the Professional Block. One semester of instruction in methods and supervised teaching on the campus of West Virginia Schools for the Deaf and Blind at Romney is substituted for the regular Professional Block. It should be noted that completion of this program will enable a student to graduate but will not meet regular teacher certification standards for the public schools.

Any student desiring further information concerning the program or wishing to apply should contact the Chairman of the Division of Education.

HOME ECONOMICS

The primary purpose of the Home Economics Department is to educate men and women for the professions which serve individuals, families, and the community.

CURRICULUM FOR A MAJOR IN GENERAL HOME ECONOMICS

This program is designed for the student who desires a broad background in home economics. The variety and scope of jobs in the business community held by individuals with a home economics degree grows annually as employers in business and industry learn more about the education and experience of home economists. Students may choose a minor which complements their home economics courses and enhances their employment possibilities.

Upon satisfactory completion of the general home economics curriculum, a student is awarded a Bachelor of Science degree.

| | |
|--|-----|
| Total hours required | 38* |
| 25-101 Textiles | 3 |
| 25-102 Clothing | 3 |
| 25-201 Introductory Foods | 3 |
| 25-202 Food & Meal Management | 3 |
| 25-300 Marriage Relations | 3 |
| 25-301 Advanced Clothing | 3 |
| 25-304 Child Development | 3 |
| 25-305 Home Equipment | 2 |
| 25-306 Interior Design | 3 |
| 25-307 Home Management | 3 |
| 25-308 Housing | 3 |
| 25-318 Nutrition | 3 |
| 25-403 Consumer Economics | 3 |

*A student is required to take the courses listed in the Catalog under "General Studies" except that Elementary Chemistry 82-103 and 82-104 or General Biological Science 81-101 and 81-102 must be selected for the science requirement.

CURRICULUM FOR A MINOR IN GENERAL HOME ECONOMICS

Students in any curricula may choose home economics as a minor.

| | |
|---|----|
| Total hours required | 24 |
| 25-101 Textiles | 3 |
| 25-102 Clothing | 3 |
| 25-201 Introductory Foods | 3 |
| 25-300 Marriage Relations | 3 |
| 25-304 Child Development | 3 |
| 25-306 Interior Design or 25-308 Housing | 3 |
| 25-318 Nutrition | 3 |
| 25-403 Consumer Economics | 3 |

CURRICULUM FOR A MINOR IN HOME ECONOMICS WITH A FASHION EMPHASIS

Students in any curricula may choose home economics as a minor.

| | |
|--|----|
| Total hours | 24 |
| 25-101 Textiles | 3 |
| 25-102 Clothing | 3 |
| 25-301 Advanced Clothing | 3 |
| 25-210 Fashion Communications | 3 |
| 25-215 Fashion Analysis | 3 |
| 25-306 Interior Design | 3 |
| 25-315 Cultural Influences on Clothing | 3 |
| 25-403 Consumer Economics | 3 |

CURRICULUM FOR A MINOR IN HOME ECONOMICS WITH A FOOD AND NUTRITION EMPHASIS

Students in any curricula may choose home economics as a minor.

| | |
|--|-------|
| Total hours | 25-26 |
| 25-201 Introductory Foods | 3 |
| 25-202 Food and Meal Management | 3 |
| 25-305 Home Equipment | 2 |
| 25-307 Home Management | 3 |
| 25-318 Nutrition | 3 |
| 25-403 Consumer Economics | 3 |
| 25-410 Special Studies (specific problems relating to foods and/or nutrition) | 2-3 |
| 26-207 Survey of Food Service | 3 |
| 26-309 Food Production and Systems | 3 |

CURRICULUM FOR A TEACHING FIELD IN CONSUMER AND HOMEMAKING EDUCATION — GRADES 5-8, 9-12

The consumer and homemaking education student is provided with experiences to increase knowledge and skill in preparation for teaching home economics in grades 5-8, 9-12. Upon satisfactory completion of curriculum requirements, the student is awarded a Bachelor of Arts Degree in Secondary Education and must apply to the State Department of Education for Vocational certification through the Office of the Registrar.

| | |
|---|----|
| Total hours required | 50 |
| 25-101 Textiles | 3 |
| 25-102 Clothing | 3 |
| 25-201 Introductory Foods | 3 |
| 25-202 Food and Meal Management | 3 |
| 25-300 Marriage Relations | 3 |
| 25-301 Advanced Clothing | 3 |
| 25-304 Child Development | 3 |
| 25-305 Home Equipment | 2 |
| 25-306 Interior Design | 3 |
| 25-307 Home Management | 3 |
| 25-308 Housing | 3 |
| 25-318 Nutrition | 3 |
| 25-403 Consumer Economics | 3 |
| 21-428 Methods of Teaching Home Economics | 4 |
| 21-429 Continuing Education in Home Economics | 2 |
| Electives with consent of advisor | 6 |

Students are required to take the courses listed in the catalog under "General Studies" and under "The Secondary Education Professional Program" except that Elementary Chemistry 82-103 and 82-104 or General Biological Science 81-101 and 81-102 must be selected for the science requirement.

PSYCHOLOGY

Shepherd College offers a program in psychology leading to the Bachelor of Arts degree.

The purpose of the psychology program includes the following:

- (1) To encourage the student to pursue a traditionally oriented liberal arts curriculum as a broad educational foundation.
- (2) To expose the student to the nature of scientific explanation and scientific research within psychology as well as to provide a conceptual framework for understanding human behavior.
- (3) To provide, for the qualified student, actual experience in career settings involving teaching or research or service work within psychology, or a combination of these — (this is accomplished through the practicum program).
- (4) To contribute to the preparation of the student for admission to graduate school and to schools offering advanced professional certification.

In addition to a major in psychology, a student must also complete the General Studies Program, select a minor field of study, meet the 12 hour foreign language requirement, and include at least 45 upper-division hours in their program in order to meet graduation requirements for the Bachelor of Arts Degree. Some credit is given for foreign language courses taken in high school. It is also possible to earn as much as 12 foreign language credit hours through the CLEP examination, which is administered by the Office of Counseling and Career Services.



CURRICULUM FOR A MAJOR IN PSYCHOLOGY

The curriculum for a major in psychology requires 34 hours. Sixteen hours are required, and eighteen additional hours are to be selected from a prescribed listing. (Note: With permission of the Chairman of the Division of Education and the student's advisor, six of the eighteen elective hours may be career-track electives. These are courses that clearly relate to the student's career plans, but they cannot overlap with courses comprising the student's minor field of study.)

| | | |
|-----------------|---|-----|
| Required hours: | | 16 |
| 22-203 | Introduction to Psychology | 3 |
| 22-204 | General Psychology | 3 |
| 22-400 | Experimental Psychology | 4 |
| 22-420 | History & Systems of Psychology | 3 |
| 85-314** | Statistics | 3 |
| Electives | | 18 |
| | Restricted Electives, Group I (Choose Two Courses) | |
| 22-362 | Psychology of Learning & Cognition | 3 |
| 22-363 | Physiological Psychology | 3 |
| 22-415 | Tests and Measurement | 3 |
| | Restricted Electives, Group II (Choose Two Courses) | |
| 22-305 | Social Psychology | 3 |
| 22-310 | Psychology of Personality | 3 |
| 22-360 | Abnormal Psychology | 3 |
| | Free Electives (Choose a Minimum of Two Courses) | |
| 21-302 | Educational Psychology | 3 |
| 22-301 | Adolescent Development | 3 |
| 22-311 | Introduction to Clinical Psychology | 3 |
| 22-312 | Practicum in Psychology I | 3 |
| 22-313 | Practicum in Psychology II | 3 |
| 22-314 | Field Experience in Art Therapy | 3 |
| 22-316 | Art Therapy | 3 |
| 22-320 | Human Sexual Behavior | 3 |
| 22-321 | Industrial/Organizational Psychology | 3 |
| 22-325 | Health Psychology | 3 |
| 22-326 | Psychology of Alcoholism | 3 |
| 22-328 | Dance Therapy | 3 |
| 22-330 | Family Therapy | 3 |
| 22-364 | Lifespan Developmental Psychology | 3 |
| 22-404 | Psychology Seminar | 3 |
| 22-430 | Humanistic Psychology | 3 |
| 22-440 | Group Psychotherapy | 3 |
| 25-304 | Child Development | 3 |
| 22-299, | | |
| 399, 499 | Special Topics in Psychology courses | 1-3 |

**Psychology majors may fulfill the General Studies Mathematics requirement by completing 85-104 (or 85-105) and 85-314 in lieu of 85-215. Psychology majors may substitute 85-205, Calculus with Applications for 85-314, Statistics. With the permission of the Division of Science and Mathematics, 11-224, Business Statistics may be substituted for 85-314.

CURRICULUM FOR A MINOR IN PSYCHOLOGY

| | |
|--|-----|
| Total hours required for a minor in Psychology | 24 |
| Required Courses | 13 |
| 22-203 Introduction to Psychology | 3 |
| 22-204 General Psychology | 3 |
| 22-400 Experimental Psychology | 4 |
| 85-314 Statistics | 3 |
| Electives | 12 |
| Restricted Electives, Group I (Choose One Course) | |
| 22-362 Psychology of Learning & Cognition | 3 |
| 22-363 Physiological Psychology | 3 |
| 22-415 Tests and Measurement | 3 |
| Restricted Electives, Group II (Choose One Course) | |
| 22-305 Social Psychology | 3 |
| 22-310 Psychology of Personality | 3 |
| 22-360 Abnormal Psychology | 3 |
| Free Electives (Choose a Minimum of Two Courses) | |
| 21-302 Educational Psychology | 3 |
| 22-301 Adolescent Development | 3 |
| 22-311 Introduction to Clinical Psychology | 3 |
| 22-312 Practicum in Psychology I | 3 |
| 22-313 Practicum in Psychology II | 3 |
| 22-314 Field Experience in Art Therapy | 3 |
| 22-316 Art Therapy | 3 |
| 22-320 Human Sexual Behavior | 3 |
| 22-321 Industrial/Organizational Psychology | 3 |
| 22-325 Health Psychology | 3 |
| 22-326 Psychology of Alcoholism | 3 |
| 22-328 Dance Therapy | 3 |
| 22-330 Family Therapy | 3 |
| 22-364 Lifespan Developmental Psychology | 3 |
| 22-404 Psychology Seminar | 3 |
| 22-430 Humanistic Psychology | 3 |
| 22-440 Group Psychotherapy | 3 |
| 25-304 Child Development | 3 |
| 22-299, | |
| 399, 499 Special Topics Psychology courses | 1-3 |





Programs Offered by the Division of Health, Physical Education, Recreation and Safety

Bachelor of Science Degree

Major: Recreation and Leisure Services

Minor: Recreation

Bachelor of Arts in Secondary Education

Teaching Fields: Health Education, K-4, 5-8, 9-12

Physical Education, K-4, 5-8, 9-12

Physical Education, 5-8, 9-12

Physical Education, 5-8

Safety Education, 9-12

DIVISION OF HEALTH, PHYSICAL EDUCATION, RECREATION, AND SAFETY

Faculty Members: Mr. Cater, Mr. Conner, Mr. Fincham, Dr. Gibson, Miss Holden, Mr. Jacobs, Mr. Parker, and Mr. Starkey.

Enhancing the quality of life is the primary goal of all instruction, service, and scholarly activity emanating from the Division of Health, Physical Education, Recreation, and Safety (HPERS). All programs within the disciplines represented in the division strive to foster the skills, values, and knowledge necessary to facilitate within their recipients a commitment to an involved, active, healthy, and safe lifestyle, both now and in the future.

The Division of HPERS offers programs designed to prepare students to teach health education, physical education, and safety education in elementary schools, middle and junior high schools, and secondary schools. The Division also offers a program designed to prepare students to assume positions in recreation and the leisure services. A basic general studies physical education program, an intramural program, and an intercollegiate athletic program all are offered by the Division to integrate participation in recreational and sport activity into the lifestyle of all college students, from the unskilled to the gifted. A brief discussion follows describing the current programs offered by the Division of HPERS.

TEACHING FIELDS IN HEALTH EDUCATION, PHYSICAL EDUCATION AND SAFETY EDUCATION

The Division of Health, Physical Education, Recreation and Safety offers programs leading to teacher certification in Health Education for Grades K-4, 5-8 and 9-12 inclusive, in Physical Education for Grades K-4, 5-8 and 9-12 inclusive, or just for Grades 5-8 and 9-12 inclusive, and in Safety Education for Grades 9-12. The Division also offers a physical education endorsement area for Grades 5-8 for students majoring in elementary education.

HEALTH EDUCATION

The discipline of health education overlaps all others in the Division in promoting the knowledge, habits, skills, and values necessary for students to enjoy a healthy, involved, and meaningful lifestyle. Health education encourages better personal health habits, attitudes, skills, and knowledge, and a better utilization of goods and services, all for the promotion of a healthy lifestyle. The Division prepares teachers in health education who are committed to these same objectives.

CURRICULUM FOR HEALTH EDUCATION GRADES K-4, 5-8, 9-12

| | |
|--|----|
| Total hours required for the specialization | 28 |
| 41-103 Personal Health | 3 |
| 47-225 First Aid | 2 |
| 41-300 Substance Use & Abuse | 3 |
| 25-300 Marriage Relations | 3 |
| 25-318 Nutrition | 3 |
| 22-XXX Mental Health Option (Choose one of two courses) | 3 |
| 22-302 Psychology of Mental Health | 3 |
| 22-364 Lifespan Developmental Psychology | 3 |
| 41-360 School Health Problems | 3 |
| 41-370 Community Health Education | 4 |
| 43-370 Applied Anatomy & Physiology | 4 |

NOTE: Students also must satisfy Professional Education requirements for certification.

PHYSICAL EDUCATION

Through participation in sport and recreational activity, one can experience feelings, meaning, and involvement in life. It is through regular participation that one maintains an involved, active, healthy, meaningful life. In physical education, the student learns to integrate participation into one's own lifestyle.

While the discipline of physical education is committed to the above mission, the Division also is committed to preparing teachers of physical education to help others enhance their own quality of life. It is through future teachers that children of today will learn to value participation tomorrow. The Division is committed to studying ways to improve the preparation of teachers toward this end.

CURRICULUM FOR PHYSICAL EDUCATION GRADES K-4, 5-8, 9-12

| | |
|---|----|
| Total hours required for the specialization | 41 |
| 41-103 Personal Health | 3 |
| 43-104 Foundations of Physical Education | 3 |
| 47-225 First Aid | 2 |
| 43-246 Aquatics | 1 |
| 43-301 Elementary School Physical Education I | 2 |
| 43-302 Elementary School Physical Education II | 2 |
| 43-315 Teaching Tumbling & Gymnastics | 2 |
| 43-325 Teaching Team Sport Activities | 3 |
| 43-326 Teaching Individual Activities | 3 |
| 43-370 Applied Anatomy & Physiology | 4 |
| 43-380 Perceptual Motor Learning | 2 |
| 43-401 Teaching Adapted Physical Education | 3 |
| 43-405 Applied Kinesiology | 3 |
| 43-406 Curriculum & Administration of Physical Education | 3 |
| 43-410 Tests & Measurements in Physical Education | 2 |
| 43-430 Teaching Elementary School Physical Education | 3 |

NOTE: Students also must satisfy Professional Education requirements for certification including 21-308 9-12 Fld. Exp., 21-306 K-4 Fld. Exp. (to be taken concurrently with 43-430), 21-431 Special Methods in Physical Education and Safety and 21-307 5-8 Field Experience (to be taken concurrently). See the Division of Education section of this catalog.

CURRICULUM FOR PHYSICAL EDUCATION GRADES 5-8, 9-12

Total hours required for the specialization 34

| | | |
|--------|---|---|
| 41-103 | Personal Health | 3 |
| 43-104 | Foundations of Physical Education | 3 |
| 47-225 | First Aid | 2 |
| 43-246 | Aquatics | 1 |
| 43-315 | Teaching Tumbling & Gymnastics | 2 |
| 43-325 | Teaching Team Sport Activities | 3 |
| 43-326 | Teaching Individual Activities | 3 |
| 43-370 | Applied Anatomy and Physiology | 4 |
| 43-380 | Perceptual Motor Learning | 2 |
| 43-401 | Teaching Adapted Physical Education | 3 |
| 43-405 | Applied Kinesiology | 3 |
| 43-406 | Curriculum & Administration of Physical Education | 3 |
| 43-410 | Tests & Measurements in Physical Education | 2 |

NOTE: Students also must satisfy Professional Education requirements for certification including 21-308 9-12 Fld. Exp., 21-431 Special Methods in Physical Education and Safety and 21-307 5-8 Field Experience (to be taken concurrently). See the Division of Education section of this catalog.

CURRICULUM FOR PHYSICAL EDUCATION GRADES 5-8 (Elementary Education majors only)

Total hours required for the specialization 24

| | | |
|--------|---|---|
| 41-103 | Personal Health | 3 |
| 43-104 | Foundations of Physical Education | 3 |
| 43-111 | Elementary School Physical Education Activities | 3 |

| | | |
|--|---|---|
| Team Sports: Any one of the following five courses | | 2 |
| 43-215 | Basketball-Football | 2 |
| 43-218 | Baseball-Wrestling | 2 |
| 43-230 | Field Hockey, Soccer and Lacrosse | 2 |
| 43-231 | Volleyball-Softball | 2 |
| 43-327 | Track and Field | 2 |

| | | |
|--|---|---|
| Individual Sports: Any one of the following three courses: | | 2 |
| 43-226 | Archery-Bowling | 2 |
| 43-227 | Tennis-Badminton | 2 |
| 43-241 | Golf-Angling | 2 |
| 43-243 | Movement and Rhythms | 2 |
| 43-315 | Teaching Tumbling and Gymnastics | 2 |
| 47-225 | First Aid | 2 |
| 41-360 | School Health Problems | 3 |
| 43-401 | Teaching Adapted Physical Education | 3 |

SAFETY EDUCATION

Safety is one of the most basic needs inherent to all of life. The discipline of safety education provides experiences that favorably affect the development of habits, skills, attitudes, and knowledge conducive to enjoyable, productive living. The Division is committed to preparing teachers toward this end.

CURRICULUM FOR SAFETY EDUCATION GRADES 9-12

| | |
|---|----|
| Total hours required for the specialization | 21 |
| 41-301 Health & Safety in the Elem. School | 3 |
| 47-216 Safety Education | 3 |
| 47-217 School and Sports Safety & Liability | 3 |
| 47-225 First Aid | 2 |
| 47-318 Introduction to Driver and Traffic Safety | 3 |
| 47-319 Laboratory Programs in Drivers Education | 4 |
| 47-409 Current Trends in Safety Education | 3 |
| Students in this specialization are urged to take the following courses as electives: | |
| 22-103 Introduction to Psychology | 3 |
| 88-312 OSHA 1 | 3 |
| 21-305 Audio-Visual Aids | 3 |

NOTE: Students also must satisfy Professional Education requirements for certification. See the Division of Education section of this catalog.

SECOND TEACHING FIELDS

Students who elect physical education, health education or safety education as a first teaching field are strongly recommended to choose a second teaching field. Students are advised to consult the catalog for program requirements of other teaching fields and career opportunities in those fields with their advisor.

ADMISSION INTO TEACHER EDUCATION

To become a certified professional teacher in health education, physical education or safety education from Shepherd College, you must pass certain screening procedures and be approved by the faculty in the Division of HPERS. The screening process occurs in two stages. You must first seek entrance into the Teacher Education Program (after 45 hours). Certain criteria must be satisfied and your promise as a professional teacher will be evaluated. The second evalution occurs when you apply for the Teacher Education Block (after 90 hours). Additional criteria must be satisfied here, and your promise as a professional educator will again be closely examined.

Teacher education students in the Division of HPERS are strongly encouraged to consult with their advisors regarding criteria and procedures for entrance into the Teacher Education Program and student teaching. Also, additional information regarding admission into the Teacher Education Program and the Teacher Education Block is contained in the Division of Education section of this catalog.

RECREATION AND LEISURE SERVICES

The educational mission of Recreation and Leisure Services is to provide an understanding and appreciation for leisure that will enhance and enrich the life of the individual and community. Leading to a B.S. Degree, the program prepares the student for a leadership position in the field of Recreation and Leisure Services. The program utilizes the concept of play as an instructional strategy to link the practical, "hands-on" experiences of learning by doing with theory and concept. This philosophy of education combined with professional experiences develops the student into a recreation professional.

The program is designed to provide a general education with some specialization provided by one of the following three options: Program Management, Commercial Recreation Management, and Therapeutic Recreation.

Program Management Option. The purpose of the Program Management Option is to prepare the student to conduct and administer programs in the traditional recreational program environments, including schools, community, armed forces, church, and voluntary and youth-serving agencies. The students may qualify for positions as activity leaders, program supervisors, and directors of recreation centers.

Commercial Recreation Management Option. The purpose of the Commercial Recreation Management Option is to prepare the student for positions in recreation where the business motive is a major program determinant. This option blends business and hospitality skills with recreation to prepare the individual for conducting and administering programs in commercial, amusement, travel, resort, and conference recreation.

Therapeutic Option. The purpose of the Therapeutic Option is to prepare the student to promote the growth and development of persons and to bring about a desired change in behavior of the ill and disabled in a therapeutic setting. The program prepares the individual for registration in the National Therapeutic Recreation Society (NTRS) certification program. Students may qualify for positions in hospitals, nursing homes, penal institutions, as well as leisure counseling.

OUT-OF-CLASS REQUIREMENTS

In order to develop a graduate who is aware of the many changes occurring within the leisure services profession, who is actively involved with professionals in the field, and who has developed professional contacts, the following requirements must be fulfilled by all majors in Recreation and Leisure Services:

1. It is REQUIRED that a major be an active member in the student organization representing Recreation for one-full academic year while enrolled as a full-time student at Shepherd College.
2. It is REQUIRED that each major be an active member of an approved state or national organization representing the student's professional area of study during the last two years enrolled as a full-time student at Shepherd College.
3. It is REQUIRED that a major attend at least one state or national conference during the junior and senior year he or she is enrolled as a full-time student at Shepherd College.

The student should consult the Recreation Major's Handbook for the procedures necessary to complete these requirements.

CURRICULUM FOR A MAJOR IN RECREATION AND LEISURE STUDIES

| | |
|--|--------|
| Core Requirements | .43 |
| 22-103 Introduction to Psychology | 3 |
| 73-405 Research Methods | 3 |
| 85-117 Personal Computers | 1 |
| 45-140 or | |
| 79-210 Introduction to Parks and Recreation | 3 |
| 45-407 Administration of Parks, Recreation, and Leisure Services | 3 |
| 45-330 Introduction to Therapeutic Recreation | 3 |
| 45-000 Introduction to Commercial Recreation (New Course) | 3 |
| 45-316 Recreation Programming | 3 |
| 71-300 Historic Preservation | 3 |
| 84-350 Natural Science Interpretation | 3 |
| 79-350 or | |
| 45-350 Directed Field Placement | 3 |
| 79-401 Park and Recreation Policy | 3 |
| ** Required Electives | 9 |
| Option (Choose One) | .23-25 |
| Commercial Recreation Management Option | .24 |
| 45-000 Facilities Management (New Course) | 3 |
| 26-303 Lodging Management | 3 |
| 26-207 Survey of Food Services | 3 |
| 11-310 Principles of Management | 3 |
| 11-340 Marketing | 3 |
| 11-201 Introductory Accounting | 3 |
| 45-450 Commercial Recreation Internship | 6 |
| Recommended Electives | |
| 11-202 Accounting II | 3 |
| 11-409 Personnel Management | 3 |
| 45-315 Rec Leadership | |
| **to be selected from required and recommended courses within the options of both the Park Administration and Recreation programs. | |
| Recreation Program Management Option* | .23 |
| 45-315 Recreation Leadership | 3 |
| 45-370 Environmental Education | 3 |
| 45-000 College Rec. Programming (New Course) | 3 |
| 45-000 Facilities Management (New Course) | 3 |
| 45-226 Teaching Rec Activities (New Course) | 3 |
| 43-380 Perceptual Motor Learning | 2 |
| 45-450 Programming Internship | 6 |
| Recommended Electives | |
| 69-215 Interpersonal Communication | 3 |
| 69-315 Public Speaking | 3 |
| 44-403 Principles of Coaching | 3 |
| 43-370 Applied Anatomy & Physiology | 4 |
| Therapeutic Recreation Option | .24-25 |
| 45-439 Therapeutic Recreation Program | 3 |
| 45-431 Issues & Problems in Therapeutic Rec. (New Course) | 3 |
| 43-401 Adapted Physical Education | 3 |
| 22-360 Abnormal Psychology | 3 |
| ** TR Elective | 3 |
| ****45-450 Therapeutic Recreation Internship | 9-10 |

Recommended Electives

| | | |
|--------|---------------------------------------|---|
| 75-301 | Introduction to Gerontology | 3 |
| 81-225 | Anatomy and Physiology I & lab | 3 |
| 81-226 | Anatomy and Physiology II & lab | 3 |
| 43-370 | Applied Anatomy and Physiology | 4 |

*All students in this option should enroll in 49-200, 201 for general studies requirement in Physical Education. This is the requirement also for all Physical Education majors.

**Selected from 75-301, 81-225, 226, 43-370

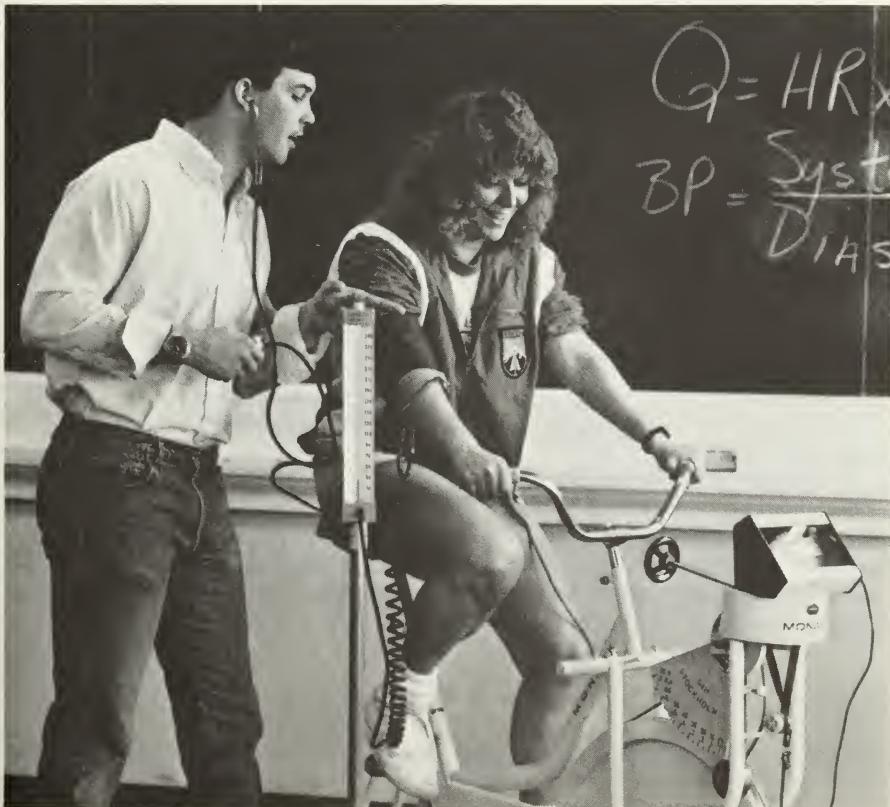
***A 10 credit internship is required for students interested in Veterans Administration certification in Therapeutic Recreation.

CURRICULUM FOR A MINOR IN PARKS, RECREATION & LEISURE SERVICES

45-140 or

| | | |
|--------|---|---|
| 79-210 | Introduction to Parks and Recreation | 3 |
| 79-401 | Park and Recreation Policy | 3 |
| 45-407 | Administration of Parks, Recreation, and Leisure Services | 3 |
| 45-330 | Introduction to Therapeutic Recreation | 3 |
| 45-340 | Introduction to Commercial Recreation (New Course) | 3 |
| 45-316 | Recreation Programming | 3 |
| 71-300 | Historic Preservation | 3 |
| 84-350 | Natural Science Interpretation | 3 |

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GENERAL STUDIES PHYSICAL EDUCATION

The general studies physical education program is part of the college-wide Program of General Studies. This college-wide program is designed to provide instruction and other meaningful experiences in sport, dance, aquatic, fitness, and other recreational activities. The purpose of these experiences is to give all students a positive and meaningful experience through active participation, thus contributing to the development of an active and healthy life.

With certain exceptions, all Shepherd College students are required to complete two semester hours of General Studies Physical Education classes. Only course numbers prefixed with "49" will satisfy the General Studies Physical Education requirement. Students who do not wish to participate in the regular physical education classes because of handicap or other special conditions should contact the Division Chairman of HPERs.

Instruction is provided in the following activities:

GENERAL STUDIES PHYSICAL EDUCATION ACTIVITIES

All courses to be full semester/one or two credit hours.

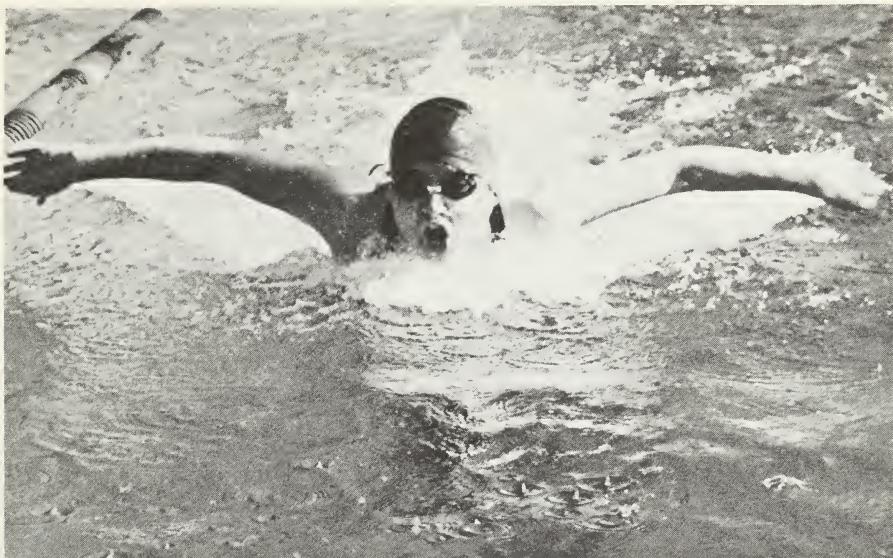
| | |
|-------------------------------|------------------------------------|
| 101. Swimming (1) | 177. Self-Defense/Women (1) |
| 102. Springboard Diving (1) | 179. Square Dance (1) |
| 103. Fitness Swimming (1) | 180. Fencing (1) |
| 119. Adapted Phys. Ed. I (1) | 181. Hiking (1) |
| 120. Adapted Phys. Ed. II (1) | 182. Backpacking (1) |
| 150. Tennis/Badminton (1) | 183. Cycling (1) |
| 151. Golf (1)* | 184. Slimnastics I (1) |
| 152. Fresh Water Fishing (1) | 185. Slimnastics II (1) |
| 153. Canoeing (1) | 186. Handball/Racquetball (1) |
| 154. Archery (1)* | 187. Roller Skating (1) |
| 155. Jogging (1) | 189. Snow Skiing I (1) |
| 159. Softball (1)* | 190. Snow Skiing II (1) |
| 161. Intermediate Tennis (1) | 191. Snow Skiing III (1) |
| 163. Camping (1) | 192. Horseback Riding I (1) |
| 164. Bicycle Camping (1) | 193. Horseback Riding II (1) |
| 170. Bowling (1) | 200. GSPEM I (PE Majors Only) (1) |
| 171. Volleyball (1) | 201. GSPEM II (PE Majors Only) (1) |
| 172. Weight Training (1) | 210. Fitness For Women (2)** |
| 175. Karate I (1) | 215. Marathon Experience (2)** |
| 176. Karate II (1) | 250. Adult Fitness (1) |

*Meets 3 hrs/week for 12 weeks.

**Meets 4 hrs/week for full semester.

INTRAMURALS

An intramural program is provided for Shepherd College students, faculty, and staff to integrate participation in sport and recreation activity into their lifestyles. The intramural program offers approximately 24 events during the academic year. Thirteen additional events are held on special occasions. The regular intramural activities offered by Shepherd College during the academic year are shown below:



INTRAMURAL ACTIVITIES

Fall

Archery
 Basketball
 1-on-1
 3-on-3
 Bike Hike
 Bowling
 Cross-Country
 Jogging
 Soccer
 Tennis (Co-Ed)
 Touch Football
 Volleyball (Female)

Special Events: Photo Contest, Scavenger Hunt, Intramural Swim Meet, Discus Throw, Billiards

Winter

Badminton
 Basketball
 Foul Shooting
 Gymnastics
 Handball
 Innertube Water Polo
 Wrestling

Spring

All Campus Golf Tournament
 Biking
 Co-Ed Volleyball
 Golf
 Softball

INTERCOLLEGIATE ATHLETICS

Five intercollegiate athletic programs are offered for men and five are offered for women. All intercollegiate athletic programs operate under the guidelines of the West Virginia Intercollegiate Athletic Conference and the National Association of Intercollegiate Athletics. These intercollegiate athletic programs are listed below:

INTERCOLLEGIATE ATHLETIC PROGRAMS

Men

Baseball
 Basketball
 Football
 Swimming
 Tennis

Women

Basketball
 Softball
 Swimming
 Tennis
 Volleyball



Programs Offered by the Division of Languages and Literature

Bachelor of Arts Degree

*Major: English
Communications (BA/BS)*

*Minor: English
Journalism
Library Science
French
Communications
Speech and Drama*

Bachelor of Arts in Secondary Education

*Teaching Fields: English-Language Arts, 5-8, 9-12
Language Arts, 5-8
School Library-Media, K-4, 5-8, 9-12*

Pre-Professional Program

Pre-Theological Studies

DIVISION OF LANGUAGES AND LITERATURE

Dr. Lee Keebler, Division Chairman

Faculty Members: Mr. Bittorf, Dr. Bufthis, Dr. Carter, Dr. Coffeen, Dr. Cornwell, Miss Elliott, Mr. Gaumond, Ms. Hresan, Miss Maxwell, Dr. McGeever, Dr. Partin, Mr. Ralston, Mr. Rogers, Ms. Watson, Dr. Webb, Mr. Wilson, and Dr. Winters.

The Division of Languages and Literature offers a diverse number of programs which seek to enable college students to teach on the secondary or elementary level, to enter graduate school, or to pursue a professional career. Minor fields of study are available. Courses are offered in disciplines which do not lead to a degree, but whose purpose is to provide greater depth of knowledge. In addition to providing opportunities for learning practical skills, the Division seeks to prepare students to live in the complex modern world by introducing them to perspectives offered by the humanities. Through these perspectives, sociological and personal barriers may be broken down, and the possibilities as well as the paradoxes of life may be better understood.

EACH DISCIPLINE HAS SPECIFIC OBJECTIVES:

ENGLISH

1. To encourage students to think critically and to communicate their thoughts effectively by teaching them the skills necessary to use the English language correctly on all occasions.
2. To contribute to students' education in the humanities by exposing them to some of the world's best literature.
3. To prepare students capable of teaching English on the elementary or secondary level.
4. To provide students, particularly English majors, with a broad background in languages and literature which will enable them to pursue graduate study.
5. To give students a knowledge of the basic tools of the English field which will enable them to pursue any vocation with more ease and understanding.

JOURNALISM

1. To train students to produce school papers and accept other journalistic responsibilities.
2. To give students a background in journalism sufficient to pursue graduate study in the field with the intent of teaching journalism or of entering a professional career in journalism.
3. To provide practical guidance in understanding and producing the materials of mass communication media as they exist in today's world.

LIBRARY SCIENCE

1. To develop a competency-based media resource program for undergraduates.
2. To provide beginning teachers with sufficient skills in the use of media resource centers to enable them to serve as instructional leaders.
3. To educate the school library media specialist to function in instructional media centers in elementary through secondary schools.
4. To inculcate a foundation for graduate study in the field of librarianship.

MODERN LANGUAGES

1. To introduce students to the language, literature, and culture of France and Germany.
2. To give students an adequate background in French or German sufficient to pursue graduate study, or to pursue a professional career where a knowledge of modern languages is necessary.
3. To encourage students who study French or German to spend a summer or a year abroad.
4. To impress on students, and professors in all divisions, the values attached to a knowledge of modern languages in such areas as grammar, pronunciation, literature, and history.



COMMUNICATIONS

1. To respond to career, professional, and educational goals current in modern society.
2. To train communications generalists who are familiar with a wide range of skills and theory in mass communications, the fine arts, and communication pedagogy.
3. To prepare individuals who are equipped to pursue entry-level careers in media-related occupations, positions emphasizing strong verbal and written communications skills, or the areas of the job market which value one's talents in organizing, promoting, offering technical assistance, and staging creative materials.
4. To graduate students who will succeed in reputable post baccalaureate graduate programs in such fields as speech, law, theatre, journalism, broadcasting, or mass communications.

Radio Broadcasting

1. To provide an opportunity for students to develop an understanding and an appreciation of radio broadcasting as part of a general education.
2. To train students for staff positions and related responsibilities on the campus radio station.
3. To give students the opportunity to develop technical and verbal skills along with an understanding of legal responsibilities sufficient to pursue a career in radio broadcasting.

Speech

1. To familiarize students with the role rhetoric assumes in a liberal arts education.
2. To expose students to a variety of criteria which will allow them to responsibly evaluate their own communications and those of others.
3. To expose students to the research materials within the field of speech communications.
4. To train students to become influential members of society by providing them with the skills requisite for effective communication.

Theatre

1. To provide an opportunity for students to develop an appreciation of theatre as part of a general education.
2. To produce a variety of plays representing a broad spectrum of theatrical experiences.
3. To give participating students practical experience in the production of theatre.
4. To assist interested students in teaching theatre on the secondary level.

SPECIAL REQUIREMENTS FOR A TEACHING FIELD IN ENGLISH-LANGUAGE ARTS GRADES 5-8, 9-12

Junior Competency Examination. All student teachers will take a competency examination toward the end of the first or second semester of their junior year. The primary purpose of the exam is to determine the students' level of competency in composition and grammar and to demonstrate their knowledge of the material in the basic survey courses. Scores of student teachers will be sent to the Teacher Education Committee with a recommendation regarding admission to the teaching field.

ENGLISH**CURRICULUM FOR A MAJOR IN ENGLISH**

Total hours required for an English major 30

Required courses:

| | | |
|-----------|---------------------------------------|---|
| 60-331 | Modern Grammar | 3 |
| 60-332 | Advanced Composition | 3 |
| 60-405 | History of the English Language | 3 |
| 61-210 | | |
| or 61-211 | *Survey of English Literature | 3 |
| 61-303 | Shakespeare | 3 |
| 61-310 | American Literature | 3 |

Electives

ONE course from each of the following groups:

Major writers:

| | | |
|--------|---------------|---|
| 61-430 | Chaucer | 3 |
| 61-435 | Milton | 3 |

Literature of other countries:

| | | |
|--------|----------------------------------|---|
| 61-300 | Mythology | 3 |
| 61-305 | Modern Dramatic Literature | 3 |
| 61-308 | Bible as Literature | 3 |
| 61-313 | World Literature | 3 |
| 61-314 | World Literature | 3 |

Courses dealing with a genre:

| | | |
|--------|----------------------------------|---|
| 61-301 | Short Story | 3 |
| 61-312 | American Ethnic Literature | 3 |
| 61-315 | English Novel | 3 |
| 61-360 | American Fiction | 3 |
| 61-361 | American Poetry | 3 |

Courses dealing with a literary period:

| | | |
|--------|---|---|
| 61-302 | Contemporary American Literature | 3 |
| 61-316 | Victorian Literature | 3 |
| 61-317 | Romantic Literature | 3 |
| 61-321 | Eighteenth Century English Literature | 3 |
| 61-420 | The Modern Novel | 3 |

Seminars: May be substituted for a course in any appropriate grouping listed above:

| | | |
|--------|-----------------------------|---|
| 61-405 | Seminar in Literature | 3 |
| 61-406 | Seminar in Literature | 3 |
| 61-407 | Seminar in Literature | 3 |

*The English major will take both courses, 61-210 and 61-211, one of which is a General Studies Requirement.

CURRICULUM FOR A MINOR IN ENGLISH

Total hours required for an English minor 27*

Required hours 6

61-210 or 211 Survey of English Literature**

and one of the following:

60-331 Modern Grammar

OR

60-332 Advanced Composition

Elective hours 6

Two literature courses numbered 300 or above

*This includes 15 hours of General Studies Requirements in the field of Languages and Literature as listed under the Program of General Studies.

**The English Minor will take both courses, 61-210 and 61-211, one of which is a General Studies requirement.

CURRICULUM FOR A TEACHING FIELD IN ENGLISH-LANGUAGE ARTS 5-8, 9-12

Total hours required for a teaching field *60

Required courses:

| | | |
|-----------|-------------------------------------|---|
| 21-421 | Special Methods of Teaching English | 3 |
| 21-442 | Reading and Language Arts | 3 |
| 60-331 | Modern Grammar | 3 |
| 60-332 | Advanced Composition | 3 |
| 60-405 | History of the English Language | 3 |
| 61-210 | | |
| or 61-211 | Survey of English Literature | 3 |
| 61-303 | Shakespeare | 3 |
| 61-307 | Adolescent Literature | |
| or 63-303 | Library Materials for Adolescents | 3 |
| 61-310 | American Literature | 3 |
| 69-200 | Voice and Diction | 3 |
| 69-323 | Oral Interpretation of Literature | 3 |

*The following courses, required for the English-Language Arts 9-12 teaching field, are also part of the general studies requirement:

| | | |
|-----------|-------------------------------|---|
| 60-101 | Written English | 3 |
| 60-102 | Written English | 3 |
| 61-204 | Survey of American Literature | 3 |
| 61-210 | Survey of English Literature | |
| or 61-211 | Survey of English Literature | 3 |
| 69-202 | Fundamentals of Speech | 3 |

Electives

ONE course from each of the following groups:

Major writers:

| | | |
|--------|---------|---|
| 61-430 | Chaucer | 3 |
| 61-435 | Milton | 3 |

Literature of other countries:

| | | |
|--------|----------------------------|---|
| 61-300 | Mythology | 3 |
| 61-305 | Modern Dramatic Literature | 3 |
| 61-308 | Bible as Literature | 3 |
| 61-313 | World Literature | 3 |
| 61-314 | World Literature | 3 |

Courses dealing with a genre:

| | | |
|--------|----------------------------|---|
| 61-301 | Short Story | 3 |
| 61-312 | American Ethnic Literature | 3 |
| 61-315 | English Novel | 3 |
| 61-360 | American Fiction | 3 |
| 61-361 | American Poetry | 3 |

Courses dealing with a literary period:

| | | |
|--------|---------------------------------------|---|
| 61-302 | Contemporary American Literature | 3 |
| 61-316 | Victorian Literature | 3 |
| 61-317 | Romantic Literature | 3 |
| 61-321 | Eighteenth Century English Literature | 3 |
| 61-420 | The Modern Novel | 3 |

Seminars: May be substituted for a course in any appropriate grouping listed above:

| | | |
|--------|-----------------------|---|
| 61-405 | Seminar in Literature | 3 |
| 61-406 | Seminar in Literature | 3 |
| 61-407 | Seminar in Literature | 3 |

Note: The Seminar in Literature Courses (61-405, 406, 407) may be used in any group of electives.

With the agreement of both the academic advisor and the Chairman of the Division, the student may substitute one course in Theatre or Journalism for one of the required group electives (in literature of other countries, genres, or periods).

In addition to the coursework required for the specialization, the student must participate in at least two "laboratory" activities in Language Arts—writing for a college publication (newspaper, yearbook, literary magazine), taking part in forensic activities, taking part in theatrical activities, working for the college radio station, being an English tutor, taking Seminar in Grammar, or participating in some other activity approved in advance by the advisor and the Division Chairman.

CURRICULUM FOR A TEACHING FIELD IN LANGUAGE ARTS 5-8

Total hours required for a teaching field 37

Required courses:

| | | |
|-----------|-------------------------------------|---|
| 21-421 | Special Methods of Teaching English | 3 |
| 21-442 | Reading and Language Arts | 3 |
| 60-331 | Modern Grammar | |
| or 60-332 | Advanced Composition | 3 |
| 60-438 | Seminar in Grammar | |
| or 60-439 | Seminar in Grammar | |
| or 60-440 | Seminar in Grammar | 1 |
| 61-301 | Short Story | 3 |
| 61-307 | Adolescent Literature | |
| or 63-303 | Library Materials for Adolescents | 3 |
| 69-200 | Voice and Diction | 3 |
| 69-204 | Elements of Dramatic Production | 3 |

*The following courses, required for the Language Arts 5-8 teaching field, are also part of the general studies requirement:

| | | |
|-----------|-------------------------------|---|
| 60-101 | Written English | 3 |
| 60-102 | Written English | 3 |
| 61-204 | Survey of American Literature | 3 |
| 61-210 | Survey of English Literature | |
| or 61-211 | Survey of English Literature | 3 |
| 69-202 | Fundamentals of Speech | 3 |

JOURNALISM

CURRICULUM FOR A MINOR IN JOURNALISM

The curriculum for a minor in journalism requires 21 semester hours credit. It is suggested that a person minoring in the field of journalism take a major subject field in English, economics, political science, or business administration. Courses in foreign languages, sociology, and Social Problems 73-205 would also be helpful.

Total hours required for a minor 21

Required courses: 15 hours

| | | |
|---------------------|---|---------|
| 62-101 | Introduction to Journalism | 3 |
| 62-204 | News Writing | 3 |
| 62-300 | Editing and Make-up | 3 |
| 62-405 | Investigative Reporting | 3 |
| 35-381 or 62-450 | Basic Photography Internship (on- or off-campus) | 3 |
| Electives | | 6 hours |
| 62-306 | Feature and Editorial Writing | 3 |
| 62-310 | Propaganda and Public Opinion | 3 |
| 62-311 | Newspaper Advertising | 3 |
| 69-213 | Radio Announcing | 3 |
| 33-371 | Commercial Design | 3 |

LIBRARY SCIENCE (SCHOOL LIBRARY-MEDIA)

The School Library-Media curriculum is designed primarily to prepare students to become effective School Library-Media Specialists.

To pursue the School Library-Media courses in a sequential order, students should be enrolled in the program by the first term of their sophomore year. Students should contact the chairman of the department during their freshman year to plan their program.

All students in the School Library-Media program must earn a 2.0 grade in each course. Those students in the Teacher Education program must have an average of 2.5 for secondary education and 2.3 for elementary education in the School Library-Media courses and must have received admission to the Professional Education Block as prerequisite to enrollment in 63-318 Library Practice.

Students who expect to attend graduate school should strive for an average of 3.0. They should plan their courses so as to obtain a background of general knowledge. Electives should be selected from the areas of social studies, English, economics, sociology, political science, psychology, education, accounting, speech, business education, modern foreign languages (French or German). The ability to type is a necessity.

The School Library-Media specialization must be selected in combination with specialization for classroom teaching in grades K-4, 5-8, 9-12. A minimum of 24 credit hours is required for West Virginia certification of School Library-Media personnel with these specializations. Student teaching will be done in the student's first field in order to give the prospective School Library-Media specialist the teacher's viewpoint as well as certification in that field.

CURRICULUM FOR A MINOR OR A TEACHING FIELD IN SCHOOL LIBRARY-MEDIA

| | |
|--|----------|
| Required courses | 24 hours |
| 63-302 Library Materials for Children | 3 hours |
| 63-303 Library Materials for Adolescents | 3 hours |
| 63-306 Reference and Bibliography | 3 hours |
| 63-310 Instructional Media | 3 hours |
| 63-316 Cataloging and Classification | 3 hours |
| 63-318 Library Practice | 3 hours |
| 63-327 School Library Organization and Administration | 3 hours |
| 21-305 Audio-Visual Aids | 3 hours |

MODERN LANGUAGES

CURRICULUM FOR A MINOR IN FRENCH

| | |
|--|----------|
| Total hours required for a minor | 24 hours |
| Required courses, 6 hours | |
| 64-101, 102 Elementary French | 6 hours |
| Electives, 18 hours: | |
| 64-203 Intermediate French | 3 hours |
| 64-204 Intermediate French | 3 hours |
| 64-303 Survey of French Literature | 3 hours |
| 64-304 Survey of French Literature | 3 hours |
| 64-402 Applied Linguistics in Oral French | 3 hours |
| 64-403 Advanced French Conversation | 3 hours |
| 64-404 French Civilization and Culture | 3 hours |

COMMUNICATIONS

CURRICULUM FOR A MAJOR IN COMMUNICATIONS BACHELOR OF SCIENCE/BACHELOR OF ARTS*

* The Bachelor of Arts degree program requires twelve semester hours of a foreign language.

The communications major represents a liberal arts approach to the study of communications. Since liberal arts institutions seek to develop well-rounded individuals, a broad general education is valued over narrow specialization. The program encompasses four emphasis areas: Journalism, Radio Broadcasting, Speech Communications, and Theatre.

CORE

| | | |
|--------|--|---|
| 62-101 | Introduction to Journalism | 3 |
| 69-200 | Voice and Diction | 3 |
| 69-204 | Elements of Theatrical Production | 3 |
| 69-211 | Introduction to Broadcasting | 3 |
| 69-300 | Persuasion | 3 |
| 73-406 | Communication in American Society | 3 |
| AND, | select 6 hours of courses with a 62- or 69- prefix from any EMPHASIS AREA other than your MAJOR EMPHASIS AREA. Choose no more than 3 hours from any one emphasis area | 6 |

EMPHASIS AREA

RADIO BROADCASTING

| | | |
|-------------|---|-------|
| 11-150 | Introduction to Business | 3 |
| 62-204 | News Writing (Pre: 62-101) | 3 |
| 69-213 | Radio Announcing (Pre: 69-211) | 3 |
| 69-312 | Acting | 3 |
| 69-315 | Public Speaking (Pre: 69-202) | 3 |
| 69-323 | Oral Interpretation of Literature (Pre: 69-202) | 3 |
| 69-329 | Educational Broadcasting—Air Shift (Pre: 69-211) | 3 |
| 69-399 | Internship (1-3 hours) (Pre: 69-211, 69-213, 69-327) | 1-3 |
| Total | | 22-24 |

JOURNALISM

| | | |
|-------------|--|-------|
| 62-204 | News Writing (Pre: 62-101) | 3 |
| 62-300 | Editing and Make-Up (Pre: 62-204) | 3 |
| 62-310 | Propaganda and Public Opinion | 3 |
| 62-350 | Advanced News Writing and Grammar (Pre: 62-204) | 3 |
| 62-370 | Newspaper Production | |
| 62-371 | Newspaper Production | |
| 62-372 | Newspaper Production | 1-3 |
| 62-400 | Media Law and Ethics (Pre: 62-350) | 3 |
| 62-405 | Investigative Reporting (Pre: 62-204) | 3 |
| 62-440 | Photojournalism (Pre: Basic Photography), or | |
| 62-450 | Internship (Pre: 62-204) | 3 |
| Total | | 22-24 |

SPEECH COMMUNICATIONS

| | | |
|------------------------|--|----|
| 69-215 | Interpersonal Communication | 3 |
| 69-301 | Rhetorical Theory and Criticism (Pre: 69-202) | 3 |
| 69-315 | Public Speaking (Pre: 69-202) | 3 |
| 69-319 | Discussion: Principles and Types (Pre: 69-202) | 3 |
| 69-320 | Argumentation and Debate (Pre: 69-202) | 3 |
| 69-323 | Oral Interpretation of Literature (Pre: 69-202) | 3 |
| 69-331 to 69-334 | Debate and/or Individual Events 3 semesters (3) or, | |
| 69-401 | Employment Interviewing (3) or, | |
| 69-402 | Seminar in Communication (3) (Pre: 69-202) | 3 |
| 69-425 | History of Public Address (Pre: 69-301) | 3 |
| Total | | 24 |

THEATRE

| | | |
|-------------|--|----|
| 61-303 | Shakespeare (Pre: 60-102 and 61-210 or 211) or, | |
| 61-305 | Modern Dramatic Literature (Pre: 60-102) | 3 |
| 69-203 | Play Acting | 3 |
| 69-207/208 | Theatre Practice | 2 |
| 69-246 | Design for the Theatre (Pre: 69-204) | 3 |
| 69-309 | Play Direction (Pre: 69-204) | 3 |
| 69-311 | Direction (Pre: 69-204) | 3 |
| 69-312 | Acting | 3 |
| 69-341 | Theatre History | 3 |
| | Appropriate Physical Education Course (with emphasis area approval: fencing, jazz dance, etc.) | 1 |
| Total | | 24 |

NOTE: Prerequisites for some courses may be waived with the consent of instructor.

Students majoring in Communications are not permitted to minor in Communications — Broadcasting, Journalism, Speech, Drama.



CURRICULUM FOR A MINOR IN COMMUNICATIONS

| | |
|--|---|
| Total hours required for a minor | 24 |
| Required Core, 9 hours: | |
| Choose 3 courses: One must be in the student's Emphasis Area | |
| 62-101 | Introduction to Journalism |
| 69-204 | Elements of Theatrical Production |
| 69-211 | Introduction to Broadcasting |
| 69-215 | Interpersonal Communication |
| Emphasis Area, 15 hours: Select one of the following emphasis areas: | |
| Broadcasting, 15 hours: | |
| 69-309 | Play Direction |
| 69-213 | Radio Announcing |
| 69-326 | Advanced Radio Announcing |
| 69-329 | Educational Broadcasting |
| 69-300 or | Persuasion |
| 69-315 or | Public Speaking |
| 62-204 or | News Writing |
| 62-300 | Editing and Make-Up |
| Drama, 15 hours: | |
| 69-246 | Design for the Theatre |
| 69-309 | Play Direction |
| 69-312 | Acting |
| 69-341 | History of the Theatre |
| 69-311 or | Direction |
| 69-323 or | Oral Interpretation of Literature |
| 61-303 or | Shakespeare |
| 61-304 or | Early Dramatic Literature |
| 61-305 | Modern Dramatic Literature |
| Journalism, 15 hours: | |
| 62-204 | News Writing |
| 62-300 | Editing and Make-Up |
| 62-306 | Feature and Editorial Writing |
| 62-310 | Propaganda and Public Opinion |
| 62-311 or | Newspaper Advertising |
| 33-371 | Commercial Design |
| Speech Communication, 15 hours: | |
| 69-200 | Voice and Diction |
| 69-300 | Persuasion |
| 69-315 | Public Speaking |
| 69-319 | Discussion: Principles and Types |
| 69-320 | Argumentation and Debate |
| 69-323 | Oral Interpretation of Literature |
| 69-330 | Speech Correction |

PRE-THEOLOGICAL STUDIES

The American Association of Theological Schools proposes no one course of study as "best" for students who plan to enter seminary but emphasizes that those students should be able, upon graduation from college, to demonstrate the ability to use certain tools of the educated person. Recommendations generally indicated by seminaries include such minimal statements as: English, 12-16 semester hours; history, 8-12 semester hours; foreign language, 12-16 semester hours; religion, 8-12 semester hours; natural sciences, 12-16 semester hours; social studies, 12-16 semester hours; philosophy, 8-12 semester hours; psychology, 4-6 semester hours.

Of the possible areas of concentration offered at Shepherd College, students who plan to enter seminary would be well advised to consider either English or history for their major.

The following schedule represents a recommended program for the first two years.

| | | |
|--------|--|---|
| 22-103 | Introduction to Psychology | 3 |
| 22-104 | General Psychology | 3 |
| 33-103 | Introduction to Visual Arts | 2 |
| 32-111 | Music Appreciation | 2 |
| 49- | General Studies Physical Education | 2 |
| 60-101 | Written English | 3 |
| 60-102 | Written English | 3 |
| 68-308 | Old Testament | 3 |
| 68-309 | New Testament | 3 |
| 69-202 | Fundamentals of Speech | 3 |
| 71-101 | History of Civilization | 3 |
| 71-102 | History of Civilization | 3 |
| 73-203 | General Sociology | 3 |
| 73-205 | Social Problems | 3 |
| 76-101 | Introduction to Philosophy | 3 |
| 76-305 | History of Philosophy | 3 |
| 76-306 | Twentieth Century Philosophy | 3 |
| 76-315 | Ethics | 3 |
| 84-103 | General Physical Science | 4 |
| 84-104 | General Physical Science | 4 |
| | Foreign Language | 6 |

The student and advisor will determine, in conjunction with the major chosen, the schedule of courses for the third and fourth years.

SPEECH, DRAMA, BROADCASTING

CURRICULUM FOR A MINOR IN SPEECH AND DRAMA

Total hours required for a minor 24 hours

Required courses, 18 hours:

| | | |
|-----------|---|---------|
| 69-200 | Voice and Diction | 3 hours |
| 69-204 | Elements of Theatrical Production | 3 hours |
| 69-300 or | Persuasion | |
| 69-315 | Public Speaking | 3 hours |
| 69-319 or | Discussion: Principles and Types | |
| 69-320 | Argumentation and Debate | 3 hours |
| 69-309 or | Play Direction | |
| 69-311 | Direction | 3 hours |
| 69-323 | Oral Interpretation of Literature | 3 hours |

Electives, 6 hours

Three hours are to be selected from speech or drama courses and three hours selected from broadcasting. Electives are to be approved by the major professor.



Programs Offered by the Division of Science and Mathematics

Bachelor of Science

*Majors: Biology
Chemistry
Mathematics
Medical Technology
Nursing*

*Minors: Biology
Chemistry
Engineering
General Science
Mathematics*

Bachelor of Arts in Secondary Education

*Teaching Fields: Biology, 9-12
Chemistry, 9-12
General Science, 9-12
General Science, 5-8
Mathematics, 5-8, 9-12
Mathematics, 5-8*

Associate Degrees (see Community College section)

*Electronics Technology
Engineering
Fire Service and Safety Technology
Nursing*

Pre-Professional

*Pre-Agriculture
Pre-Dentistry
Pre-Medicine
Pre-Pharmacy
Pre-Physical Therapy
Pre-Veterinary Medicine*

DIVISION OF SCIENCE AND MATHEMATICS

Dr. Donald L. Henry, Division Chairman

Faculty Members: Ms. Anderson, Dr. Bell, Dr. Diehl, Dr. Eldridge, Mrs. Flanagan, Mrs. Hendricks, Dr. Keppler, Dr. Kunyosyng, Dr. Landolt, Dr. Latterell, Mrs. Layos, Dr. Morris, Mrs. Porter, Mr. Rauch, Mr. Saab, Dr. Schmidt, Mrs. Sheetz, Dr. Simpson, Dr. Smith, Dr. Snyder, Dr. Sturges, Ms. Turner, Ms. Vanderpool, Dr. Volker, and Mr. Woodward.

A primary objective of the Division of Science and Mathematics is to increase the student's understanding and appreciation of the power and beauty of mathematical and scientific thought and to increase the student's knowledge of the subject matter of these fields and of the impacts such knowledge have on our lives. The Division strives to improve the necessary and useful skills employed in field/laboratory activities and in mathematical expression or analysis.

In addition to introductory level programs for general studies, the Division offers in-depth liberal arts major and minor concentrations in Biology, Chemistry, and Mathematics. Graduates of these majors may qualify for admission to graduate programs in those traditional disciplines or to professional schools of dentistry, medicine, and veterinary medicine. Students also may prepare to enter directly professions in education (elementary or secondary with teaching fields in Biology, Chemistry, General Science, and Mathematics); Fire Service and Safety Technology; and Medical Technology. Both a Bachelor of Science in Nursing and an Associate of Science in Nursing are offered. The Engineering transfer program will provide the first two years of study prior to transfer for the specialized engineering course work in the final two years. Students wishing to enter other professions, e.g. Pharmacy or Physical Therapy, may obtain preparation in basic sciences and other courses required for admission to such a professional school by one or two years of study at Shepherd, before transferring to the appropriate professional school.

The Division continually strives to offer courses which enable students to obtain the sufficient breadth, currency, and depth of knowledge to enter and to advance successfully within any of the above fields. It recognizes that the flexibility, versatility, and growth potential necessary for graduates entering the job market today, in a time when Mathematics and Science have an ever-increasing impact on our society, require nothing less.

BIOLOGY

Purpose: The courses in biology are intended to acquaint students with the living world around them; to provide an understanding of the fundamental life processes; to demonstrate scientific methods of approach to find solutions for problems; to cultivate an attitude of inquiry and research; to develop laboratory skills in various types of work in life science; to prepare students as teachers of biology; and to give pre-professional preparation in such fields as medicine, dentistry, veterinary medicine, and other related fields.

CURRICULUM FOR A MAJOR IN BIOLOGY

| | |
|---|-------|
| Total hours required for a major | 34 |
| Required Biology courses | 26 |
| 81-208 Plants as Organisms | 4 |
| 81-209 Animals as Organisms | 4 |
| 81-305 Cell Biology | 4 |
| 81-315 Directed Research | 1 |
| 81-316 Directed Research | 1 |
| 81-344 Genetics and Evolution | 4 |
| 81-406 Developmental Biology | 4 |
| 81-420 General Ecology | 4 |
| Elective Biology courses | 8 |
| Any courses numbered 81-302 through 81-450 except 81-350 | |
| Required related courses | 20-21 |
| 82-207 General Chemistry | 3 |
| 82-208 General Chemistry Lab | 1 |
| 82-209 General Chemistry | 3 |
| 82-210 General Chemistry Lab | 1 |
| 83-201 or | |
| 83-221 Physics | 4 |
| 83-202 or | |
| 83-222 Physics | 4 |
| 84-108 Development of Science | 1 |
| 84-109 Process of Science | 1 |
| Mathematics | |
| 85-205 or | |
| Calculus with Applications | 4 |
| 85-314 | |
| Statistics | 3 |

NOTE: Prerequisite for either course is mathematical competence equivalent to completion of 85-105 or 85-154.

CURRICULUM FOR A MINOR IN BIOLOGY

| | |
|--|----|
| Total hours required for a minor | 24 |
| Required Biology courses | 20 |
| 81-208 Plants as Organisms | 4 |
| 81-209 Animals as Organisms | 4 |
| 81-305 Cell Biology | 4 |
| Any two of the following: | |
| 81-344 Genetics and Evolution | 4 |
| 81-406 Developmental Biology | 4 |
| 81-420 General Ecology | 4 |
| Elective Biology courses | 4 |
| 81-302 Microbiology | 4 |
| 81-310 Plant Pathology | 3 |
| 81-312 Vertebrate Natural History | 4 |

| | | |
|------------------------------------|--|---|
| 81-313 | Invertebrate Natural History | 4 |
| 81-324 | Plant Taxonomy I — Fall Flora | 2 |
| 81-325 | Plant Taxonomy II — Spring Flora | 1 |
| 81-332 | Comparative Anatomy | 4 |
| 81-344 | Genetics and Evolution | 4 |
| 81-360 | Animal Behavior | 3 |
| 81-401 | Histology | 4 |
| 81-404 | Immunology | 4 |
| 81-406 | Developmental Biology | 4 |
| 81-410 | Plant Physiology | 3 |
| 81-412 | Animal Physiology | 3 |
| 81-420 | General Ecology | 4 |
| Required related courses | | 8 |
| Either of the following two groups | | |
| 82-103 | Elementary Chemistry | 4 |
| 82-104 | Elementary Chemistry | 4 |
| or | | |
| 82-207 | General Chemistry | 3 |
| 82-208 | General Chemistry Lab | 1 |
| 82-209 | General Chemistry | 3 |
| 82-210 | General Chemistry Lab | 1 |

NOTE: For the minor, the student must also take any 3 credit hour mathematics course numbered 85-108 or above, other than 85-111 or 85-215.

CURRICULUM FOR BIOLOGY TEACHING FIELD GRADES 9 THROUGH 12

| | |
|----------------------------|---|
| Total hours required | 59-60 |
| 81-208 | Plants as Organisms |
| 81-209 | Animals as Organisms |
| 81-225 | Human Anatomy & Physiology |
| 81-226 | Human Anatomy & Physiology |
| 81-305 | Cell Biology |
| 81-344 | Genetics & Evolution |
| 81-406 | Developmental Biology |
| 81-420 | Ecology |
| 82-207 | General Chemistry I |
| 82-208 | General Chemistry Lab I |
| 82-209 | General Chemistry II |
| 82-210 | General Chemistry Lab II |
| 82-235 | Computers in Science |
| 84-108 | Development of Science |
| 84-109 | Process of Science |
| 84-301 | Geology |
| 21-423 | Special Methods of Teaching Science |

Mathematics Requirement

Any 3 or 4 credit hour Mathematics course above

85-105 except 85-215 and 85-111

Electives in Science

Select a minimum of 8 hours of electives from the following:

81-300 and above (recommended: 81-324 and 325, or 81-313)

82-300 and above (recommended: 82-315 and 316)

83-300 and above

84-300 and above (recommended: 84-303 or 84-306)

(These recommendations do not apply to students seeking an additional teaching field in the natural sciences.)

CHEMISTRY

Purposes: The department offers a comprehensive program of courses in chemistry designed to serve those students preparing to enter the field of industrial chemistry, to enter graduate school in the field of chemistry, to work in related fields where chemistry is an important part of their background, to teach chemistry and general science, and for a non-science career where a broad educational background is needed.

CURRICULUM FOR A MAJOR IN CHEMISTRY

| | |
|--|----|
| Total hours required for a major | 37 |
| Required Chemistry courses | |
| 82-207 General Chemistry I | 3 |
| 82-208 General Chemistry Lab I | 1 |
| 82-209 General Chemistry II | 3 |
| 82-210 General Chemistry Lab II | 1 |
| 82-315 Organic Chemistry I | 4 |
| 82-316 Organic Chemistry II | 4 |
| 82-321 Analytical Chemistry | 4 |
| 82-322 Instrumental Analysis | 4 |
| 82-325 Computers in Chemistry | 3 |
| Physical Chemistry Group: | |
| 82-327 Solution Chemistry | 3 |
| 82-328 Solution Chemistry Lab | 1 |
| 82-427 Spectroscopy | 2 |
| 82-428 Thermodynamics | 3 |
| 82-429 Thermodynamics Lab | 1 |
| Required related courses | 21 |
| 83-201 or 221 Physics | 4 |
| 83-202 or 222 Physics | 4 |
| Mathematics: | |
| 85-106 Trigonometry | 2 |
| 85-108 Precalculus | 3 |
| 85-207 Calculus I | 4 |
| 85-208 Calculus II | 4 |

CURRICULUM FOR A MINOR IN CHEMISTRY

| | |
|--|----|
| Total hours required for a minor | 24 |
| Required Chemistry courses | |
| 82-207 General Chemistry I | 3 |
| 82-208 General Chemistry Lab I | 1 |
| 82-209 General Chemistry II | 3 |
| 82-210 General Chemistry Lab II | 1 |
| 82-315 Organic Chemistry I | 4 |
| 82-316 Organic Chemistry II | 4 |

| | |
|--|---|
| Elective Chemistry courses | 8 |
| Any Chemistry courses numbered 82-301 or higher, except 82-311 Chemical Pharmacology | |

CURRICULUM FOR CHEMISTRY TEACHING FIELD GRADES 9 THROUGH 12

| | |
|--|----|
| Total hours required | 55 |
| 82-207 General Chemistry I | 3 |
| 82-208 General Chemistry Lab I | 1 |
| 82-209 General Chemistry II | 3 |
| 82-210 General Chemistry Lab II | 1 |

| | | |
|--------|-------------------------------------|----|
| 82-315 | Organic Chemistry I | .4 |
| 82-316 | Organic Chemistry II | .4 |
| 82-321 | Analytical Chemistry | .4 |
| 82-325 | Computers in Science | .3 |
| 82-327 | Solution Chemistry | .3 |
| 82-328 | Solution Chemistry Lab | .1 |
| 83-201 | College Physics I | .4 |
| 83-202 | College Physics II | .4 |
| 84-108 | Development of Science | .1 |
| 84-109 | Process of Science | .1 |
| 85-108 | Precalculus | .3 |
| 85-106 | Trigonometry | .2 |
| 85-207 | | |
| | or | |
| 85-205 | Calculus With Applications | .4 |
| 21-423 | Special Methods of Teaching Science | .3 |

Chemistry electives 6

Select a minimum of 6 semester hours of courses from

82-300 and above; recommended courses are 82-301,
82-308, 82-322, 82-428, and 82-429.

ENGINEERING

In addition to the Associate of Science degree in Engineering, described in the Community College Component section of this Catalog, a minor in engineering is offered.

CURRICULUM FOR A MINOR IN ENGINEERING

| | | |
|------------------------------------|------------------------------------|----|
| Total hours required for the minor | | 47 |
| Required Engineering courses | | 13 |
| 89-101 | Intro to Engineering Design | .3 |
| 89-102 | Engineering Computer Applications | .3 |
| 89-221 | Intro. to Electrical Engineering | .4 |
| 89-241 | Engineering Statics | .3 |
| Required related courses | | 24 |
| 82-207/8 | General Chemistry/Lab | .4 |
| 82-209/10 | General Chemistry/Lab | .4 |
| 83-221 | General Physics | .4 |
| 83-222 | General Physics | .4 |
| 85-207 | Calculus I | .4 |
| 85-208 | Calculus II | .4 |
| Three of the following courses | | 9 |
| 89-224 | Electrical Circuits | .4 |
| 89-242 | Engineering Dynamics | .3 |
| 89-243 | Engineering Mechanics of Materials | .3 |
| 85-309 | Calculus III | .4 |
| 85-401 | Differential Equations | .3 |

GENERAL SCIENCE

Purposes: To enable the students to acquire general knowledge of their physical and biological universe; to understand the sciences of chemistry, physics, and biology as they affect daily life; to acquire general knowledge of resources and mineral products; and to prepare public school teachers of General Science.

CURRICULUM FOR A MINOR IN GENERAL SCIENCE

| | |
|--|----|
| Total hours required for the minor | 27 |
| Required hours | 16 |
| Any two of the following three groups: | |
| 81-208 Plants as Organisms | 4 |
| 81-209 Animals as Organisms | 4 |
| or | |
| 82-207 General Chemistry I | 3 |
| 82-208 General Chemistry Lab I | 1 |
| 82-209 General Chemistry II | 3 |
| 82-210 General Chemistry Lab II | 1 |
| or | |
| 83-201 | |
| or | |
| 83-221 Physics | 4 |
| 83-202 | |
| or | |
| 83-222 Physics | 4 |

| | |
|-----------------|----|
| Electives | 11 |
|-----------------|----|

Any upper division elective courses from areas 81, 82, 83 and/or 84 except that 83-305 Photography and 84-350 Natural Science Interpretation may not be included. Also, a student may not use both 81-420 General Ecology and 84-304 Environmental Conservation for the minor.

NOTE: No student with a major in either Biology or Chemistry shall be permitted to have a minor in General Science.

CURRICULUM FOR A GENERAL SCIENCE TEACHING FIELD GRADES 5 THROUGH 8 AND GRADES 9 THROUGH 12

| | |
|--|----|
| Total hours required | 65 |
| 81-208 Plants as Organisms | 4 |
| 81-209 Animals as Organisms | 4 |
| 81-225 Human Anatomy and Physiology | 2 |
| 81-226 Human Anatomy and Physiology | 2 |
| 82-207 General Chemistry I | 3 |
| 82-208 General Chemistry Lab I | 1 |
| 82-209 General Chemistry II | 3 |
| 82-210 General Chemistry Lab II | 1 |
| 82-325 Computers in Science | 3 |
| 83-201 College Physics | 4 |
| 83-202 College Physics | 4 |
| 84-108 Development of Science | 1 |
| 84-109 Process of Science | 1 |
| 84-301 Geology | 4 |
| 84-302 General Astronomy | 4 |
| 84-303 Meteorology | 4 |
| 85-154 Finite Mathematics | 3 |
| 21-423 Special Methods of Teaching Science | 3 |
| Electives in Science | 14 |
| Select a minimum of 14 semester hours of electives from the following: | |
| 81-300 and above (81-344 & 81-420 are recommended.) | |
| 82-300 and above (82-327 & 82-328 are recommended.) | |
| 83-300 and above (83-310 is recommended.) | |
| 84-300 and above (84-304 & 84-306 are recommended.) | |

CURRICULUM FOR A GENERAL SCIENCE SPECIALIZATION FOR THE MIDDLE SCHOOL GRADES 5 THROUGH 8

| | |
|---|----|
| Total hours required | 24 |
| Required Science courses | 16 |
| 81-100 Life Science for Elementary Teachers | 4 |
| 82-100 Chemical Science | 4 |
| 84-103 General Physical Science | 4 |
| 84-104 General Physical Science | 4 |
| Elective Science courses | 8 |
| One of the following four field Biology course experiences | |
| 81-312 Vertebrate Natural History | 4 |
| 81-313 Invertebrate Natural History | 4 |
| 81-324, | |
| 81-325 Plant Taxonomy I, II | 3 |
| 81-420 General Ecology | 4 |
| Other courses in Biology, Chemistry, General Science and/or Physics. 84-108 Development of Science and 84-109 Process of Science are recommended electives. | |

MATHEMATICS

Purposes: Purposes are to lead students to a grasp of the beauty and power of mathematical ideas; to prepare the prospective teacher to teach creatively; to furnish mathematical tools necessary for other disciplines; and to help provide vocational direction when needed.

CURRICULUM FOR A MAJOR IN MATHEMATICS

| | |
|--|----|
| Core courses | |
| Hours required for core courses | 21 |
| 85-108 Precalculus | 3 |
| 85-207 Calculus I | 4 |
| 85-208 Calculus II | 4 |
| 85-254 Discrete Mathematics | 3 |
| 85-309 Calculus III | 4 |
| 85-317 Computer Programming (Pascal) | 3 |
| Option 1: Traditional mathematics | |
| Hours required for Option 1 | 20 |
| 85-106 Trigonometry | 2 |
| 85-307 Linear Algebra | 3 |
| 85-312 Introduction to Abstract Algebra | 3 |
| 85-318 Numerical Analysis or | |
| 85-321 Probability and Statistics | 3 |
| 85-401 Differential Equations | 3 |
| Two of the following courses | 6 |
| 85-404 Number Theory, 85-405 Topics in Modern Mathematics, | |
| 85-410 Advanced Calculus, 85-415 Introduction to Topology, | |
| 85-424 Foundations of Geometry | |
| Option 2: Computer Mathematics | |
| Hours required for Option 2 | 24 |
| 85-307 Linear Algebra or | |
| 85-312 Intro. to Abstract Algebra | 3 |
| 85-318 Numerical Analysis | 3 |
| 85-321 Probability and Statistics or | |
| 85-401 Differential Equations | 3 |
| 85-328 Data Structures and Algorithms | 3 |
| 85-338 Machine Architecture | 3 |

| | | |
|--------------------------|--|---|
| 85-428 | Automata Theory | 3 |
| 85-438 | Topics in Computer Science | 3 |
| Required related course: | | |
| 11-311 | Computer Language Concepts (FORTRAN) | 3 |

CURRICULUM FOR A MINOR IN MATHEMATICS

| | | |
|--|--|---|
| Track A, Traditional - Total hours required | 25 | |
| 85-106 | Trigonometry | 2 |
| 85-108 | Precalculus | 3 |
| 85-207 | Calculus I | 4 |
| 85-208 | Calculus II | 4 |
| 85-254 | Discrete Mathematics | 3 |
| Approved mathematics courses numbered above 85-301 | 9 | |
| Track B, Applied - Total hours required | 25 | |
| 85-108 | Precalculus or | |
| 85-154 | Finite Math | 3 |
| 85-205 | Calculus with Applications or | |
| 85-207 | Calculus I | 4 |
| 85-254 | Discrete Mathematics | 3 |
| 85-314 | Statistics or | |
| 11-224 | Business Statistics | 3 |
| 85-317 | Computer Programming (Pascal) | 3 |
| 3 of the following 4 courses | 9 | |
| 85-307 | Linear Algebra, 85-318 Numerical Analysis, | |
| 85-321 | Probability and Statistics, | |
| 85-413 | Quantitative Methods | |
| Track C, Computer Mathematics - Total hours required | 25 | |
| 85-108 | Precalculus | 3 |
| 85-205 | Calculus with Applications or | |
| 85-207 | Calculus I | 4 |
| 85-254 | Discrete Mathematics | 3 |
| 85-317 | Computer Programming (Pascal) | 3 |
| 85-328 | Data Structures and Algorithms | 3 |
| 85-338 | Machine Architecture or | |
| 11-385 | Assembler Programming | 3 |
| 85-428 | Automata Theory | 3 |
| Required related course | | |
| 11-311 | Computer Language Concepts (FORTRAN) | 3 |

CURRICULUM FOR MATHEMATICS TEACHING FIELD GRADES 5-8 AND 9-12

| | | |
|----------------------------|--|---|
| Total hours required | 37 | |
| *85-050 | Consumer Mathematics | |
| *85-105 | Algebra | |
| 85-106 | Trigonometry | 2 |
| 85-108 | Precalculus | 3 |
| 85-200 | College Geometry | 2 |
| 85-207 | Calculus I | 4 |
| 85-208 | Calculus II | 4 |
| 85-254 | Discrete Mathematics | 3 |
| 85-307 | Linear Algebra | 3 |
| 85-309 | Calculus III | 4 |
| 85-312 | Introduction to Abstract Algebra | 3 |
| 85-321 | Probability and Statistics | 3 |

| | | |
|--------|-------------------------------------|---|
| 85-317 | Computer Programming (Pascal) | 3 |
| 85-424 | Foundations of Geometry | 3 |

*Course may be waived by departmental competency test.

CURRICULUM FOR MATHEMATICS SPECIALIZATION FOR THE MIDDLE SCHOOL GRADES 5-8

| | |
|----------------------------|---|
| Total hours required | 25 |
| *85-050 | Consumer Mathematics |
| *85-105 | Algebra |
| 85-106 | Trigonometry |
| 85-108 | Precalculus |
| 85-200 | College Geometry |
| **85-205 | Calculus with Applications |
| 85-215 | Introduction to Mathematics |
| ***85-217 | Computers - BASIC |
| 85-254 | Discrete Mathematics |
| 85-300 | Mathematics for Elementary Teachers |
| 85-314 | Statistics or |
| 85-321 | Probability and Statistics |

*Course may be waived by departmental competency test.

**85-207 and 85-208 Calculus I and II can be substituted for 85-205.

***85-317 Computer Programming (Pascal) can be substituted for 85-217.

MEDICAL TECHNOLOGY

Purposes: The curriculum leading to the Bachelor of Science degree in Medical Technology is designed to prepare the student to write the examination for certification as a Medical Technologist. This is accomplished by three years of preparation in the sciences and general studies, followed by the fourth year in an internship capacity in a clinical agency. During the fourth year, the student must register at the college at the appropriate registration period for the courses to be taken at the clinical facility.

The student must complete a minimum of 96 hours before leaving the Shepherd College Campus. The fourth year consists of 12 months of instruction and laboratory experience in an accredited Medical Technology program. Upon successfully completing this program, the participant will be granted a Bachelor of Science degree in Medical Technology. Graduates are eligible for certification by the Board of Registry of the American Society of Clinical Pathologists after having successfully passed the National Examination required for certification. Transfer students must do a minimum of one year's work on the Shepherd College Campus before entering the clinical program.

It is the students' responsibility to apply for admission to the specific hospital programs of their choice. This should be investigated early in the junior year. The hospital passes on the admission of all candidates. Should the student not enroll for clinical training, the option of working toward the degree in biology and/or chemistry would be appropriate in order to utilize the study in science already accomplished and to minimize the time required to obtain a degree.

The college has a formal affiliation agreement with the School of Medical Technology at Washington Hospital Center in Washington, D.C. Other accredited programs which are recommended are the Schools of Medical Technology at

King's Daughters Hospital, Staunton, Virginia

Ohio Valley Hospital, Steubenville, Ohio.

CURRICULUM FOR A MAJOR IN MEDICAL TECHNOLOGY

| | |
|---|-------|
| Total hours required for the major | 87-88 |
| Pre-clinical | 50-51 |
| Clinical | 37 |
| Required Biology courses | 14 |
| 81-225 | |
| & | |
| 81-227 Human Anatomy and Physiology I | 3 |
| 81-226 | |
| & | |
| 81-228 Human Anatomy and Physiology II | 3 |
| 81-302 Microbiology | 4 |
| 81-404 Immunology | 4 |
| Elective Biology courses | 8 |
| 81-209 Animals as Organisms | 4 |
| 81-305 Cell Biology | 4 |
| 81-344 Genetics and Evolution | 4 |
| 81-401 Histology | 4 |
| 81-406 Developmental Biology | 4 |
| Required Chemistry courses | 8 |
| 82-207 General Chemistry | 3 |
| 82-208 General Chemistry Laboratory | 1 |
| 82-209 General Chemistry | 3 |
| 82-210 General Chemistry Laboratory | 1 |
| Elective Chemistry courses | 15 |
| 82-315 Organic Chemistry | 4 |
| 82-316 Organic Chemistry | 4 |
| 82-329 Biochemistry I | 3 |
| 82-330 Biochemistry II | 3 |
| 82-320 Biochemical Techniques | 2 |
| 82-321 Analytical Chemistry | 4 |
| 82-322 Instrumental Analysis | 4 |
| 82-327 Solution Chemistry | 3 |
| 82-331 Chemistry Seminar | 1 |
| Elective Mathematics courses | 5-6 |
| 85-108 Precalculus | 3 |
| 85-217 Computers - Basic | 2 |
| 85-314 Statistics | 3 |
| Required Clinical courses | 37 |
| 87-421 Medical Technology I | 9 |
| 87-422 Medical Technology II | 13 |
| 87-423 Medical Technology III | 15 |

NURSING

Purpose: The curriculum leading to the Bachelor of Science Degree in Nursing is designed to prepare the student to write the National Council Licensure Exam (NCLEX) for licensure as a registered professional nurse. The program provides the general and professional education essential for understanding and respecting individuals, various cultures and environments, and for acquiring and utilizing nursing theory upon which nursing practice is based.

The prenursing curriculum, taken during the first two years, consists of foundation courses drawn primarily from the scientific and humanistic disciplines inherent in liberal learning. The major in nursing is built upon this lower division general education base and is concentrated at the junior and senior levels.

Graduates of the BSN Program will be able to meet the challenge of changing health technology and the resultant increasingly demanding dynamic health care delivery system. As the emphasis is shifting from hospital illness-based nursing care to include wellness, community based and preventative focus, the graduates will be prepared to function as professional nurses in all health care settings, including hospitals, nursing homes, community health agencies, and in the client's home.

Also offered is the **RN Track** of the BSN Program which is designed to broaden and expand the RN student's education. This flexible program provides for the learning needs of students along a wide continuum of education and experience. Successful completion of all non-nursing courses is required prior to admission into the RN Track. Evaluation of previous education and practice for advanced placement is done on an individual basis. The expected knowledge and competencies of graduates from this program are the same as those of graduates from the generic baccalaureate program.

In order to progress, the student enrolled in the Nursing Program must not receive less than a "C" in each nursing course, in Anatomy and Physiology (81-225, 81-226, 81-227, and 81-228), must maintain a minimum of 2.0 cumulative grade point average at the end of each semester, and must satisfy pre-and co-requisite requirements as scheduled. To receive the Bachelor of Science Degree in Nursing, the student must have received a grade of at least "C" in each nursing course, in Anatomy and Physiology, and also must have a 2.0 cumulative grade point average for all courses taken.



CURRICULUM FOR MAJOR IN NURSING

| | |
|---|-----|
| Total Hours Required For The Degree | 128 |
| Pre-Nursing | 65 |
| Nursing Curriculum | 60 |
| Elective | 3 |
| 60-101 Written English | 3 |
| #82-120 College Chemistry | 3 |
| #82-121 College Chemistry Laboratory | 1 |
| 49-101-193 Physical Education | 1 |
| 32-111 Music Appreciation | 2 |
| 85-154 or Finite Mathematics | |
| 85-215 Introduction to Mathematics | 3 |
| 71-101, History | 3 |
| 102 or 103 Written English | 3 |
| 60-102 College Chemistry | 3 |
| #82-122 College Chemistry Laboratory | 1 |
| #82-123 Physical Education | 1 |
| 49-101-193 Introduction to Visual Arts | 2 |
| 72-100 Government | 3 |
| or 101 History | 3 |
| 71-101, English Literature | 3 |
| 102 or 103 Human Anatomy & Physiology | 2 |
| 61-210 or Anatomy & Physiology Laboratory | 1 |
| 211 Microbiology and Laboratory | 4 |
| #81-225 Sociology | 3 |
| #81-227 Introduction to Psychology | 3 |
| #81-302 Introduction to Nursing | 2 |
| 73-203 American Literature | 3 |
| 22-203 Human Anatomy & Physiology | 2 |
| 86-231 Anatomy & Physiology Laboratory | 1 |
| 61-204 12-123 or Economics | 3 |
| #81-226 205 Nutrition | 3 |
| #81-228 25-318 Speech | 3 |
| # Science Courses Must Be Taken In Order Listed | |
| 86-301 69-202 Pharmacology for Nurses | 3 |
| 86-311 86-313 Nursing I Introduction to Health Care | 4 |
| 86-313 86-315 Nursing I-A Campus Skills Laboratory | 3 |
| 86-315 21-300 Nursing I-B Clinical Component | 3 |
| 21-300 86-316 Human Development | 3 |
| 86-316 86-318 Nursing II Health Care of the Adult | 3 |
| 86-318 86-320 Nursing II Clinical Component | 3 |
| 86-320 86-322 Nursing III Mental Health Care | 3 |
| 86-322 86-411 Nursing III Clinical Component | 3 |
| 86-411 86-413 Nursing IV Community Health Care | 3 |
| 86-413 86-415 Nursing IV Clinical Component | 2 |
| 86-415 86-417 Nursing V Health Care of the Adult: Gerontology Focus | 3 |
| 86-417 Nursing V Clinical Component | 3 |

| | | |
|--------|---|---|
| 86-419 | Nursing VI Health Care of Women | 3 |
| 86-421 | Nursing VI Clinical Component | 3 |
| 86-422 | Nursing Health Care of Children & Families | 3 |
| 86-424 | Nursing VII Clinical Component | 2 |
| 86-426 | Nursing VIII Health Care of the Adult: Complex Care Focus | 3 |
| 86-428 | Nursing VIII Clinical Component | 2 |
| 86-430 | Issues in Health Care | 2 |
| 86-432 | Management of Health Care | 3 |

PARK ADMINISTRATION — NATURAL RESOURCE MANAGEMENT OPTION

Shepherd College, through its Social Science Division, offers a Bachelor of Science degree program in Park Administration. Within this program there is an opportunity for a student to concentrate some academic experiences in the Natural Sciences or in the Social Sciences. The following is a list of course requirements and electives specific for the Natural Resource Management Option. A complete description of the requirements for the Bachelor of Science degree in Park Administration may be found in the Social Science sections of this catalog.

***NATURAL RESOURCE MANAGEMENT OPTION**

| | | |
|---|---|-----------|
| Natural Resource Management Option | | 21 |
| 81-399 | Wildlife Management | 3 |
| 81-000 | Introduction to Forestry (New Course) | 3 |
| 84-304 | Environmental Conservation | 3 |
| 84-301 | Geology | 3 |
| 81-324,325 | Plant Taxonomy | 3 |
| 79-450 | Natural Resource Internship | 6 |
| Recommended Electives | | |
| 81-312 | Vertebrate Natural History | 3 |
| 81-313 | Invertebrate Natural History | 3 |
| 81-360 | Animal Behavior | 3 |
| 81-420 | General Ecology | 3 |

PRE-PROFESSIONAL STUDIES

In addition to a number and variety of major and minor field concentrations applicable to baccalaureate degrees, together with several associate degree programs and Teacher education programs, Shepherd College provides students with excellent opportunities to begin their undergraduate college preparation leading toward certain career professions. Such students, however, eventually must make application to, and successfully complete the terminal training provided by a special professional or graduate school or university elsewhere.

These pre-professional programs include several with substantial concentration in basic sciences and mathematics and constitute recommended course selections from the Shepherd College academic offerings which may prepare students for application to professional schools of dentistry, medicine, veterinary medicine, pharmacy, and physical therapy. As such, these coursework recommendations should be viewed as requirements of institutions other than Shepherd College unless, as is commonly the case, a student pursues a specific Shepherd College degree program as well.

In the interest of creating and expanding educational, as well as career alternatives, students are strongly urged to consider combining a pre-professional program with a closely related Shepherd College baccalaureate or associate degree program.

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PRE-AGRICULTURE

Shepherd College does not offer a degree in either agricultural or forestry sciences. In general, Shepherd recommends that students interested in college-level training in these fields investigate such programs available at colleges and universities (e.g. West Virginia University) which do grant degrees in these fields.

However, Shepherd College does offer a number of courses compatible with some which are required by university programs in agriculture or forestry and, therefore, provides some opportunity for preliminary preparation at Shepherd College before transfer to another institution for completion of a degree program.

PRE-DENTISTRY, PRE-MEDICINE, PRE-VETERINARY MEDICINE

The majority of successful applicants to professional schools in these areas are those who have completed a four-year baccalaureate degree program, although a small percentage of exceptional third-year college undergraduates may be admitted, particularly to Dental Schools.

The recommended undergraduate preparatory course of study is one which concentrates within the basic sciences of Biology, Chemistry and Physics, but professional schools usually recommend that the undergraduate program include a broader academic background as well, like that provided by the Shepherd College program of general studies.

Therefore, it is suggested that students pursuing career goals of the practice of Dentistry, Medicine, and/or Veterinary Medicine undertake, while at Shepherd College, coursework leading to a Bachelor of Science degree in either Biology or Chemistry with a science-oriented minor field. Requirements for the baccalaureate major and minor fields in Biology or Chemistry are listed in this catalog under these headings. The Shepherd College general studies requirements and other general baccalaureate degree requirements are described in this catalog as well.

Before the end of their sophomore year, students pursuing any of these pre-professional avenues of study are urged to solicit from professional schools of primary interest, specific admission information in order to insure that any exceptional requirements may be taken into account in planning the balance of the pre-professional course of study at Shepherd College.

PRE-PHYSICAL THERAPY

The general academic program of Shepherd College provides excellent opportunities for persons who are interested in a career in Physical Therapy to begin their undergraduate preparation toward this professional goal. However, as with other pre-professional concentrations, students must apply to and be accepted by a professional school in the field in order to obtain the terminal training culminating with a degree or certificate in Physical Therapy.

The following is a listing of Shepherd College courses from which preparatory experiences, acceptable to most schools of Physical Therapy, may be selected.

| | | |
|----------|--|------|
| 22-103 | Introduction to Psychology | 3 |
| 22-104 | General Psychology | 3 |
| 49- | General Studies Physical Education | 2 |
| 60-101 | Written English | 3 |
| 60-102 | Written English | 3 |
| 69-202 | Fundamentals of Speech | 3 |
| 81-101 | General Biology | 4 |
| 81-102 | General Biology | 4 |
| 82-207 | General Chemistry | 3 |
| 82-208 | General Chemistry Lab | 1 |
| 82-209 | General Chemistry | 3 |
| 82-210 | General Chemistry Lab | 1 |
| 83-201 | College Physics | 4 |
| 83-202 | College Physics | 4 |
| *85-105 | Algebra | 3 |
| *85-106 | Trigonometry | 2 |
| **85-314 | Statistics | 3 |
| | Electives in Psychology | 6 |
| | Free electives | 7-13 |

*These courses will not satisfy the General Studies Mathematics requirement.

**11-224 Business Statistics is equivalent

Since some variation may exist in pre-professional requirements among professional schools of physical therapy, students are urged to solicit specific admission information from specific schools before completion of their first year of study at Shepherd College.

PRE-PHARMACY

Admission requirements to professional Schools of Pharmacy are variable. The pre-professional program outlined by the course listing below, while rather specific for application to the West Virginia University School of Pharmacy, is representative of that which is required for many other professional schools of pharmacy.

| | | |
|----------|--|----|
| 12-205 | Principles of Macroeconomics | 3 |
| 12-206 | Principles of Microeconomics | 3 |
| 60-101 | Written English | 3 |
| 60-102 | Written English | 3 |
| *81-208 | Plants as Organisms | 4 |
| *81-209 | Animals as Organisms | 4 |
| 82-207 | General Chemistry | 3 |
| 82-208 | General Chemistry Lab | 1 |
| 82-209 | General Chemistry | 3 |
| 82-210 | General Chemistry Lab | 1 |
| 82-315 | Organic Chemistry | 4 |
| 82-316 | Organic Chemistry | 4 |
| 83-201 | College Physics | 4 |
| 83-202 | College Physics | 4 |
| **85-105 | Algebra | 3 |
| **85-106 | Trigonometry | 2 |
| | Electives in Arts, Humanities, Languages | 12 |
| | Electives in Social or Behavioral Sciences | 6 |

*81-101, 81-102 General Biology may be substituted for 81-208 and 81-209.

**These courses will not satisfy the General Studies Mathematics requirement.

Such a program of pre-professional course work would normally require between 2 and 2½ years of full-time study at Shepherd College.



Programs Offered by the Division of Social Sciences

Bachelor of Science Degree

*Majors: Park Administration
Political Science
Social Welfare
Sociology*

Bachelor of Arts Degree

*Majors: History
Minors: Anthropology/Geography
History
Political Science
Sociology*

Bachelor of Arts in Secondary Education

*Teaching Fields: Social Studies, 5-8, 9-12
Social Studies, 5-8*

Pre-Professional

Pre-Law

DIVISION OF THE SOCIAL SCIENCES

Dr. John E. Stealey, III, Division Chairman

Faculty Members: Dr. Bergman, Dr. Brown, Dr. Chase, Ms. Crawley-Woods, Dr. Darboe, Dr. Hanak, Dr. Henriksson, Dr. Hipp, Dr. Holland, Mr. Horner, Dr. Hulse, Dr. Rhee, Mr. Sherrard, Dr. Thomas, Dr. Walker, and Dr. Willgoos.

The Division of the Social Sciences has a diverse number of undergraduate degree programs in history, park administration, political science, social welfare, sociology, and social studies teaching. Minor fields of study are available in anthropology/geography history, political science, and sociology. Also, the division offers courses in the disciplines of philosophy. In addition to the general purpose of education and enrichment of individual students in their pursuit of humanities and social science knowledge, the faculty is dedicated to the preparation of students for entrance into teaching, into graduate, law, and other professional schools, and into public and social service careers. The division shares its academic resources for public service purposes with the Eastern Panhandle area of West Virginia and with nearby localities in Virginia and Maryland.

HISTORY

The history program involves the study and understanding of the evolutionary aspects of human existence and experience in various civilizations, the development of civilizations, and the relationship of historical experience. Historical study enables students to confront the present and future with understanding and intelligence.

CURRICULUM FOR A MAJOR IN HISTORY

Total hours required for a major 30
Required courses, 18 hours:

| | |
|------------|--------------------------------------|
| 71-201 | |
| and 71-202 | History of the United States 6 |
| 72-101 | American Federal Government 3 |
| 71-333 | Modern European History 3 |
| 71-312 or | Recent United States History |
| 71-404 | World History 3 |
| 71-412 or | History of Russia |
| 71-420 | The Far East 3 |

Elective courses, 12 hours from the following:

Any 300 or 400-level history course or

72-400 The Supreme Court and Constitutional Law.

CURRICULUM FOR A MINOR IN HISTORY

| | |
|--|------------------------------------|
| Total hours required for a minor | 24 |
| Required courses, 18 hours | |
| 71-201 | |
| and 71-202 | History of the United States |
| 72-101 | American Federal Government |
| 71-333 | Modern European History |
| 71-312 or | Recent United States History |
| 71-404 | World History |
| 71-412 or | History of Russia |
| 71-420 | The Far East |
| Elective courses, 6 hours selected from upper division courses in history. | |

PARK ADMINISTRATION

The Park Administration program at Shepherd College prepares students for entrance into careers in the administration, management, and custodianship of parks. It will enable students to interpret natural and scientific or American historical phenomena to the public. Graduates of the program will receive the Bachelor of Science degree.

Based in the liberal arts, the curriculum is quite flexible and allows the student to select either the American historical or the natural science option. An internship arrangement for academic credit will permit the student to gain a semester or summer experience in an appropriate park setting.



CURRICULUM FOR A MAJOR IN PARK ADMINISTRATION

| | |
|---|-----------|
| Core Requirements | 43 |
| 22-103 Introduction to Psychology | 3 |
| 73-405 Research Methods | 3 |
| 85-117 Personal Computers | 1 |
| 45-140 or | |
| 79-210 Introduction to Parks and Recreation & Leisure Services | 3 |
| 45-407 Administration of Parks, Recreation & Leisure Services | 3 |
| 45-330 Introduction to Therapeutic Recreation | 3 |
| 45-000 Introduction to Commercial Recreation (New Course) | 3 |
| 45-316 Recreation Programming | 3 |
| 71-300 Historic Preservation | 3 |
| 84-350 Natural Science Interpretation | 3 |
| 79-350 or | |
| 45-350 Directed Field Placement | 3 |
| 79-401 Park and Recreation Policy | 3 |
| ** Required Electives | 9 |
| Option (Choose One) | 21 |
| Historical Resource Management Option | 21 |
| 71-201 History of the US to 1865 | 3 |
| 71-202 History of the US, 1865 to Present | 3 |
| 71-315 or | |
| 71-316 American Social History | 3 |
| 77-299 Introduction to Archaeology | 3 |
| 79-450 Historical Resource Internship | 6 |
| Required Elective (Choose one in American History) | 3 |
| Recommended Electives | |
| 71-302 American Colonial History & Revolutionary Experience | 3 |
| 71-303 The Early Republic | 3 |
| 71-304 American Civil War & Reconstruction | 3 |
| 71-399 History of American Architecture | 3 |
| 71-310 The Gilded Age & Progressive Era | 3 |

**to be selected from required and recommended courses within the options of both the Park Administration and Recreation programs.

CURRICULUM FOR A MINOR IN PARKS, RECREATION & LEISURE SERVICES

| | |
|---|---|
| 45-140 or | |
| 79-210 Introduction to Parks and Recreation | 3 |
| 79-401 Park and Recreation Policy | 3 |
| 45-407 Administration of Parks, Recreation, and Leisure Services | 3 |
| 45-330 Introduction to Therapeutic Recreation | 3 |
| 45-340 Introduction to Commercial Recreation (New Course) | 3 |
| 45-316 Recreation Programming | 3 |
| 71-300 Historic Preservation | 3 |
| 84-350 Natural Science Interpretation | 3 |

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POLITICAL SCIENCE

Political Science develops an understanding of the privileges and responsibilities of citizenship and an appreciation of the theory, structure, and operations of governments. It prepares students for careers in governmental service, the foreign service, law, and graduate work and research. The political science program is strengthened by its proximity to Washington which enables the classroom work to be enhanced by numerous opportunities to observe the actual workings of the federal government.

CURRICULUM FOR A MAJOR IN POLITICAL SCIENCE

| | |
|---|----|
| Total hours required for a major | 30 |
| Required courses, 15 hours: | |
| 72-102 State and Local Government | 3 |
| 72-201 Public Administration | 3 |
| 72-403 International Relations | 3 |
| 72-315 Early Political Theory | 3 |
| 72-325 Comparative Governments | 3 |
| Elective courses, 15 hours: | |
| Any 300 or 400 level course in political science or | |
| 12-350 Government and Business | |
| 12-310 Public Finance | |
| 71-402 Diplomatic History of the United States | |

CURRICULUM FOR A MINOR IN POLITICAL SCIENCE

| | |
|---|----|
| Total hours required for a minor | 24 |
| Required courses, 15 hours: | |
| 72-102 State and Local Government | 3 |
| 72-201 Public Administration | 3 |
| 72-403 International Relations | 3 |
| 72-315 Early Political Theory | 3 |
| 72-325 Comparative Governments | 3 |
| Elective courses, 9 hours: | |
| Any 300 or 400 level course in political science. | |

Note: It is assumed that 72-100 Politics and Government or 72-101 American Federal Government, will be taken to meet the general studies requirement preparatory to pursuance of the political science major or minor curriculum. It is recommended, though not required, that political science majors and minors take both 72-100 and 72-101.

SOCIAL WORK

Shepherd College offers a four-year liberal arts curriculum leading to a Bachelor of Science degree in Social Work. The curriculum has been designed to provide for a broad educational base in the humanities, the biological sciences, the social and behavioral sciences, creative arts, and communication, together with a sequenced program of social work courses. The primary purpose of the Social Work Program is to prepare beginning level social work professionals to perform two basic tasks:

1. To help clients deal effectively with existing or potential problems, tasks, or needs that they identify in their interaction with the world around them, and
2. To contribute to the development of the knowledge base, and policies and practices in the agency, local community, and community-at-large which influence the quality of life and services to clients.

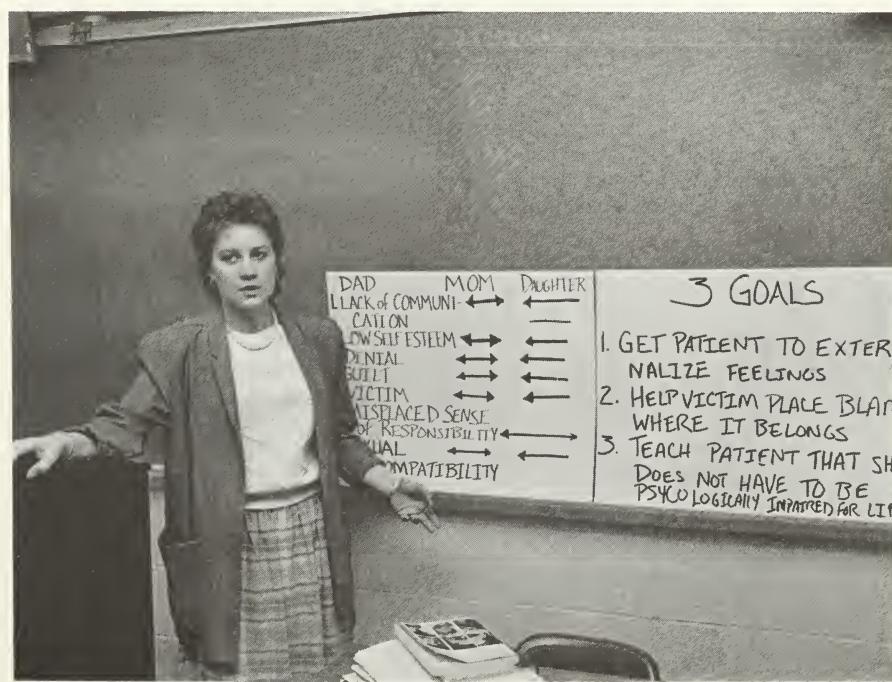
The course content also is appropriate to the preparation of students for admission to graduate schools of social work offering advanced professional education.

Preparation for practice includes classroom instruction, audio-visual laboratory experience, field observation, field work experience, community and on-campus workshops, and an intensive program of academic and professional advisement. Social Work students are also encouraged to take advantage of opportunities to further their development as individuals as well as to fulfill their obligations as responsible citizens in a democratic society.

The Social Work Program curriculum is based on a philosophy of social welfare through social change. The curriculum therefore emphasizes generic content areas, principles, and methodologies that will allow for generalist practice with various client and target systems. Students are exposed to a variety of intervention theories and methodologies and are encouraged to select for their practice, those interventions which are compatible with the philosophy of social work and which are most useful to the tasks at hand.

In keeping with the mission of the college and the primary purpose of the Social Work Program, the major objectives are to develop the following competencies:

1. To identify and evaluate the interactions between client systems and the social welfare institution including its organizational structures and processes which require intervention.
2. To devise and implement optimal intervention strategies which facilitate social functioning.
3. To assess intervention outcomes to determine effectiveness of strategy and system functioning, and modify as indicated.
4. To recognize the competing and sometimes conflicting value orientations of the client, the social work profession, the society, and the individual practitioner and the consequent implications for practice.
5. To evaluate one's practice and professional growth in accordance with the standards and ethics of the profession.
6. To utilize and analyze the general and specific body of knowledge to enhance the delivery of service and increase the understanding of human behavior, and to contribute to that body of knowledge.
7. To create agent systems that promote structural changes which ameliorate social disorganization and further social justice.



CURRICULUM FOR A MAJOR IN SOCIAL WORK

| | |
|---|-----|
| Minimum hours required for graduation | 128 |
| General Studies requirements | 47 |
| Social Work Curriculum requirements | 69 |
| 22-103 Introduction to Psychology | 3 |
| 22-310 Psychology of Personality | 3 |
| 72-102 or State and Local Government | |
| 72-201 Introduction to Public Administration | 3 |
| 73-205 Social Problems | 3 |
| 73-303 The Family | 3 |
| 73-403 Ethnic Relations | 3 |
| 73-405 Research Methods | 3 |
| 25-300 or Marriage Relations | |
| 25-403 Consumer Economics | 3 |
| 25-304 Child Development | 3 |
| 85-314 Statistics | 3 |
| 75-201 Introduction to Social Work | 3 |
| 75-301 Social Welfare as a Social Institution | 3 |
| 75-305 Human Behavior in the Social Environment | 3 |
| 75-311 Social Work Methods I | 3 |
| 75-312 Social Work Methods II | 3 |
| 75-313 Social Work Methods III | 3 |
| 75-404 Social Welfare Seminar | 3 |
| 75-407 Field Experience in Social Work | 3 |
| 75-408 Field Experience in Social Work | 3 |
| 75-409 Field Experience Seminar | 2 |
| 75-410 Field Experience Seminar | 1 |
| Must select optional required courses in the 69-hour major for social work or courses in social sciences or related disciplines with consent of advisor | 9 |
| Approved electives (any 300- or 400-level course unless foreign language is selected) | 12 |

NOTE: Social Work majors may fulfill the General Studies mathematics requirement by completing 85-314. Majors inadequately prepared to undertake 85-314 should initially complete 85-104. Social Work majors will complete the General Studies laboratory science requirement by taking 81-101 and 81-102, General Biological Science.



SOCIOLOGY

The major objectives of the sociology program are:

1. To encourage students to develop an inquiring, scientific attitude toward and a better understanding of the social life of man, his culture, and society.
2. To assist the students recognizing their total college experiences as cumulative, coherent, and unified by the development of the competencies indicated for this department and for Shepherd College; and to gain the realization that these competencies are relevant to further development as an individual and for the fulfillment of obligations as a responsible citizen in a democratic society.
3. To encourage and prepare students for admission to graduate schools in the field of sociology.

The four-year curriculum leads to the Bachelor of Science degree in Sociology. Candidates for this degree are required to complete a minimum of 128 semester hours.

CURRICULUM FOR A MAJOR IN SOCIOLOGY

| | |
|---|----|
| Total hours required for a major | 36 |
| Required courses, 21 hours: | |
| 73-205 Social Problems | 3 |
| 73-303 The Family | 3 |
| 73-312 or Introduction to Juvenile Delinquency or | |
| 73-402 Criminology | 3 |
| 73-403 Ethnic Relations | 3 |
| 73-405 Research Methods | 3 |
| 73-410 Social Theory | 3 |
| 85-314 Statistics | 3 |
| Elective courses, 15 hours | |
| Any 300 or 400 level course in sociology or anthropology or | |
| 21-310 Educational Sociology | |

NOTE: It is assumed that 73-203 General Sociology will be taken as a General Studies Requirement preparatory to pursuance to the sociology major or minor curriculum.

Sociology majors may substitute 85-104 for 85-215 to meet general education requirements.

CURRICULUM FOR A MINOR IN SOCIOLOGY

| | |
|---|----|
| Total hours required for a minor | 24 |
| Required courses, 15 hours: | |
| 73-205 Social Problems | 3 |
| 73-303 The Family | 3 |
| 73-312 or Introduction to Juvenile Delinquency or | |
| 73-402 Criminology | 3 |
| 73-403 Ethnic Relations | 3 |
| 73-410 Social Theory | 3 |
| Elective courses, 9 hours: | |
| Any 300 or 400 level course in sociology or anthropology or | |
| 21-310 Educational Sociology | |
| 85-314 Statistics | |

SOCIAL STUDIES

The social studies program, which offers a comprehensive major and subject specializations for certification, is intended primarily for students preparing to teach in elementary and secondary schools. These curricula provide a multidisciplinary foundation for prospective teachers who enter integrated social studies educational situations.

CURRICULUM FOR TEACHING FIELD IN COMPREHENSIVE SOCIAL STUDIES GRADES 5-8, 9-12

Required courses in general studies, 15 hours

| | | |
|-------------------|-----------------------------------|---|
| 71-101, 71-102 or | | |
| 71-103 | History of Civilization | 6 |
| 72-100 or | Politics and Government | |
| 72-101 | American Federal Government | 3 |
| 73-203 | General Sociology | 3 |
| 12-205 | Principles of Economics | 3 |

Required courses, 36 hours

History

| | | |
|------------|--|---|
| 71-201 and | | |
| 71-202 | History of the United States | 6 |
| 71-309 | West Virginia and the Appalachian Region | 3 |
| 71-312 | Recent United States History | 3 |
| 71-333 | Modern European History | 3 |
| 71-412 or | History of Russia | |
| 71-420 or | The Far East | |
| 71-411 | Latin America History | 3 |

Political Science

| | | |
|--------|----------------------------------|---|
| 72-102 | State and Local Government | 3 |
|--------|----------------------------------|---|

Sociology

| | | |
|--------|-----------------------|---|
| 73-205 | Social Problems | 3 |
|--------|-----------------------|---|

Economics

| | | |
|--------|------------------------------------|---|
| 12-206 | Principles of Microeconomics | 3 |
|--------|------------------------------------|---|

Geography

| | | |
|--------|-------------------------------------|---|
| 74-101 | Principles of World Geography | 3 |
| 74-301 | World Economic Geography | 3 |

Elective

| | |
|---|---|
| Upper-level course in anthropology, geography, history, political science, or sociology | 3 |
|---|---|

Total hours required in concentration 51

CURRICULUM FOR TEACHING FIELD IN SOCIAL STUDIES GRADES 5-8

Required courses in general studies, 15 hours.

| | | |
|--------------------|------------------------------------|---|
| 71-101, 71-102, or | | |
| 71-103 | History of Civilization | 6 |
| 72-100 or | Politics and Government | |
| 72-101 | American Federal Government | 3 |
| 73-203 | General Sociology | 3 |
| 12-205 | Principles of Macroeconomics | 3 |

Required courses, 12 hours.

| | | |
|------------|--|---|
| 71-201 and | | |
| 71-202 | History of the United States | 6 |
| 71-309 | West Virginia and the Appalachian Region | 3 |
| 74-101 | Principles of World Geography | 3 |

Total hours required in concentration 27

ANTHROPOLOGY/GEOGRAPHY**CURRICULUM FOR A MINOR IN ANTHROPOLOGY/GEOGRAPHY**

Total hours required for a minor 24

Required Courses

| | | |
|--------|-------------------------------------|---|
| 74-101 | Principles of World Geography | 3 |
| 74-301 | World Economic Geography | 3 |
| 73-304 | General Anthropology | 3 |
| 73-315 | Cultural Anthropology | 3 |
| 77-299 | Introduction to Archaeology | 3 |

Elective Courses — 3 credits selected from any course offering in Geography and 6 credits in any combination from either Anthropology or Geography electives 9

PRE-LAW

Law schools generally require possession of a baccalaureate degree by an applicant for admission. Although law schools do not specify any undergraduate major as being more appropriate than another for consideration for admission to their programs, applicants usually possess bachelors degrees in political science, history, economics, or accounting. Most recent Shepherd College graduates who have entered law schools have majored in political science. The criteria for admission are usually three-fold: (1) the applicant's overall grade-point average; (2) the score on the Law School Admission Test (LSAT); and (3) the nature of recommendations in the applicant's behalf from major professors and from those who are familiar with the applicant's character.

The student who is interested in entering law school should plan an academic program that develops breadth of vocabulary and reading comprehension, written expression and techniques, discernment for subtleties of language and thought, analytical ability, and knowledge of governmental procedures and forms. One leading law school cautions that a pre-law student should be involved in an undergraduate curriculum "which is intellectually challenging and demanding and which requires rigorous academic discipline." Another warns that applicants presenting courses "without intellectual content of substantial value" will not be considered. Consultation and advisement for aspirants are available from the Chairman of the Division of the Social Sciences. Information about the Law School Admission Test is obtainable in the same office.

INTERDISCIPLINARY STUDIES MAJOR

The Interdisciplinary Studies Program is intended for students who wish to shape their own programs of study based on the demands of the job market or the need to pursue limited or specialized courses of study after graduation. With the assistance of advisors, students develop a major concentration area including at least two academic disciplines.

The interdisciplinary studies major can be designed to lead to the student's choice of degree, Bachelor of Arts* or Bachelor of Science. Official transcripts will carry the designation "Interdisciplinary Studies: (concentration area title)."

Admission to the Program:

1. Students must have successfully completed one full semester of study at Shepherd College prior to applying for admission to the Interdisciplinary Studies Program.
2. Applications, including proposed programs, must have been submitted before four full semesters have been completed.
3. Students must have faculty advisors assist in developing their proposed programs of study.
4. Program approval must be obtained prior to the end of the fifth semester.

Program Requirements:

1. To be approved, programs minimally require a concentration area of 48 semester hours representing at least two academic disciplines, 24 of these credits representing upper division coursework. A concentration area is a logical selection of courses with a clear central purpose and a specific learning outcome not already represented within a major field of study at Shepherd College.
2. As many as 12 semester hours of upper division credit may be earned through directed research, exhibition, internship experience, or a combination of these means.
3. All programs require approval of the Interdisciplinary Studies Program Panel and the Academic Dean.
4. Degree candidates in this program must meet the standard requirements for graduation at Shepherd College. Typically, these include the general studies course hours, residence requirements, grade point average, and 45 credits at the upper division level. A minimum of 128 credits must be earned.
5. Credits not included in the concentration area or otherwise required by Shepherd College will be elective credits. The number of such credits may be reduced to the extent that students may be required to take courses as prerequisites to their programs. No minor is required, however, students should consider taking courses in cognate fields to support and enhance the concentration area.

Program Administration:

The Academic Dean serves as overall coordinator/administrator of the Interdisciplinary Studies Program. Students who wish to explore this degree opportunity are invited to direct their inquiries to the Office of the Academic Dean.

*12 semester hours of foreign language required.

Foreign language waiver: If students have 2 years of the same language on a secondary level, they may waive 6 of the 12 hours. Students who have 3 or more years of the same language on a secondary level may waive all 12 hours.

REGENTS BACHELOR OF ARTS DEGREE

The Regents Bachelor of Arts Degree Program, an external degree offered at Shepherd College and nine other public colleges in West Virginia, is a very flexible higher education plan. While originally intended to serve those adults whose college education had been interrupted or discontinued, this versatile program also has found wide acceptance among persons who have had no previous college work. An innovative feature of this degree program is that it provides a means by which work and other life experience may be evaluated for the awarding of college credit. The program is particularly attractive to anyone who desires a program flexible enough to permit earning a baccalaureate degree as a part-time student.

With credits available through transfer, CLEP and USAFI examinations, evaluation of experience, traditional instruction on and/or off the campus in day and/or evening offerings, newspaper courses, and televised courses, many persons who desire a bachelor's degree have access to a program which leads to that goal. This program is much more flexible than traditional programs; it enables the student to concentrate in one or two areas or to choose work from a wide variety of fields depending on the individual's objectives. The degree is intentionally unstructured and, therefore, neither requires nor recognizes majors or minors in the traditional sense.

A total of 128 semester hours of credit and an overall average of C are required for graduation. Fifteen semester hours must be earned at institutions under the administration of the West Virginia Board of Regents. There are no required courses in the program; instead, there are required areas in which credits must be earned. General education credits must be earned as follows:

| Required Area | Sem. hrs. | Typical Courses in Area |
|--|-----------|--|
| humanities | 6 | literature, history, philosophy, art, music |
| communications | 6 | grammar, composition, speech |
| social science | 6 | sociology, economics, geography, psychology, political science |
| natural science | 6 | biology, chemistry, physics, general science, geology, astronomy |
| additional from one or any combination of the above four areas | 12 | |
| total required general education | 36 | |

A further requirement is forty semester hours credit in junior and senior level courses. Students are permitted to select these courses without restrictions as to field of study. In this way students may plan a program designed to suit their individual needs or ambitions. Appropriate credits, no matter by which means they are awarded, may be applied toward any requirement. It is possible to earn an associate degree while working toward the Regents Bachelor of Arts degree.

A fee of \$100.00 is charged if a comprehensive evaluation of work and life experience is requested, regardless of the number of semester hours of credit awarded.

The program is open to anyone who has not already earned a bachelor's degree provided that the applicant was graduated from high school at least four years prior to seeking admission. GED graduates are eligible for admission.

Inquiries should be directed to the Regents Bachelor of Arts Program desk in the Office of the Academic Dean.

CONTINUING EDUCATION

In addition to undergraduate credit courses and programs, Shepherd College initiates, schedules, and evaluates programs of continuing education. In response to a specific educational need or interest, non-credit instructional programs are developed and offered throughout the region for the professional and personal enrichment of service area residents.

Varied and flexible modes of scheduling and delivery characterize continuing education programs. Most non-credit activities are offered as short courses, workshops, conferences or institutes, but are not limited exclusively to these. Scheduled at any time during the college year, all continuing education programs are supported by participant fees which vary with the program.

Participants who satisfactorily complete a continuing education activity are awarded either a certificate of recognition or continuing education units. A nationally recognized standard, the continuing education unit (CEU) is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction." The CEU has been designed to facilitate the accumulation and exchange of standardized information about individual participation in non-credit continuing education. A record of all CEU's earned by an individual is maintained by the College.

Inquiries concerning continuing education programs should be directed to the Office of Community Services.

COMMUNITY COLLEGE COMPONENT

As an integral part of Shepherd College's comprehensive mission, the Community College Component serves the citizens of Berkeley, Grant, Hampshire, Hardy, Jefferson, Morgan and Pendleton Counties, providing postsecondary programs which reflect the region's specific educational, occupational, and cultural needs. The curriculum of the Community College Component consists of academic/transfer and occupational/technical programs which culminate in an associate degree. Other programs develop competency in areas fundamental to academic and occupational success, including those designed to improve skills for entry into degree programs. Also included are corollary non-credit continuing education and community service programs. Courses are scheduled at convenient and accessible times and locations throughout the service area. Registration on either a full-or part-time student basis is accepted.

SOUTH BRANCH VALLEY CENTER

To serve Grant, Hampshire, Hardy and Pendleton Counties more effectively, Shepherd College has established an administrative center for off-campus instruction at Petersburg. The South Branch Valley Center is located in the Grant County Library Building at 115 Virginia Ave. Currently, through this center, a student may complete all course requirements at off-campus sites for certain associate degrees and the Regents Bachelor of Arts degree. In addition, courses are scheduled in response to special needs and interests of area residents.

ADMISSION

Anyone who has a high school diploma or a GED is eligible for admission to the Community College Component. A student may apply for admission to an associate degree program or to individual courses not directed toward completion of a degree. Admission to the Community College Component does not assure a student of acceptance into a specific degree program. Admission requirements for degree programs are found in the Admission Section of this catalog.

To be admitted to an associate degree program, students must follow the regular Shepherd College admission procedures. Students who do not meet the stated requirements, may enroll in the Academic Foundations Program.

Those admitted to the Community College Component may enroll for courses as special non-degree students. Those who subsequently elect to apply credits earned as special non-degree students to a degree must meet the regular admission requirements.

OFFICE OF ACADEMIC SUPPORT PROGRAMS

Through the Study Center and the Academic Foundations Program, the Office of Academic Support Programs assists students in attaining those academic skills essential to college and occupational success. The Study Center provides learning assistance services to students on a one-to-one and small-group basis. Services available through the Study Center include: (1) tutoring in many academic subject areas, (2) study-skills counseling and instruction, (3) workshops in college survival skills, and (4) individualized reading assessment and skill upgrading. The Center, located in Knutti Hall, room 114, is equipped with instructional resources and a staff ready to help.

The Academic Foundations Program offers coursework in essential skills in the areas of mathematics, composition, and college reading and study skills. Instruction in Academic Foundations courses is individualized—tailored to each student's particular skill profile. Successful completion of the program coursework will provide a solid foundation for Shepherd College degree programs. This coursework is a particularly appropriate preparation for adult students who are returning to the classroom after time in non-academic pursuits as well as other students who wish to attend college but whose skills need further development. Prospective students are encouraged to contact the Program Director for more information.

EVENING PROGRAM

To meet the needs of students who are unable to take advantage of coursework offered during the daytime, Shepherd College offers an Evening Program. Each semester a variety of courses are scheduled in the evening for students who wish to enroll for either personal enrichment or a degree objective. Available to assist evening students in a number of ways, the Director of Evening Services is headquartered in the Study Center in 114 Knutti Hall.

ASSOCIATE DEGREE PROGRAM

The academic or transfer curriculums are those which constitute the first two years of a specific baccalaureate program and are designed to facilitate the transfer to and completion of the appropriate baccalaureate degree. The associate of arts or the associate of science degree is awarded for completion of an academic/transfer curriculum.

The occupational/technical curriculums are designed primarily as preparation leading directly to employment. However, in some instances, the program also may be transferable to a baccalaureate program. The associate of applied science or the associate of science degree is awarded for completion of these programs.

Associate of Science Degree Programs

- Accounting
- Data Processing
- Engineering
- Fashion Merchandising
- General Business
- Hotel-Motel and Restaurant Management
- Marketing Management
- Nursing

Associate of Arts Degree Programs

- General Studies
- Graphic Design
- Photography

Associate of Applied Science Degree Programs

- Fire Service and Safety Technology
- Secretarial Science

ASSOCIATE DEGREE PROGRAMS IN THE DIVISION OF BUSINESS ADMINISTRATION

Curriculum for an Associate of Science Degree in Accounting

| | |
|---|----|
| Total hours required | 64 |
| 60-101, 102 Written English | 6 |
| 11-150 Introduction to Business | 3 |
| 11-201, 202 Introductory Accounting I and II | 6 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 69-202 Fundamentals of Speech | 3 |
| 85-154 Finite Mathematics | 3 |
| 11-329, 330 Intermediate Accounting | 6 |
| 12-205, 206 Principles of Macroeconomics and Principles of Microeconomics | 6 |
| 11-224 Business Statistics | 3 |
| 11-335 Income Tax | 3 |
| 13-227 Business Communications | 3 |
| 11-310 Principles of Management | 3 |
| 11-312 Business Law I | 3 |
| 11-336 Cost Accounting | 3 |
| Electives | 10 |

Curriculum for an Associate of Science Degree in Data Processing

| | |
|---|----|
| Total hours required | 64 |
| 60-101, 102 Written English | 6 |
| 11-150 Introduction to Business | 3 |
| 11-201, 202 Introductory Accounting I and II | 6 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 11-316 RPG II Programming | 3 |
| 11-311 Computer Language Concepts | 3 |
| 69-202 Fundamentals of Speech | 3 |
| 13-328 Word Processing Operations | 1 |
| 85-154 Finite Mathematics | 3 |
| 12-205, 206 Principles of Macroeconomics and Principles of Microeconomics | 6 |
| 11-224 Business Statistics | 3 |
| 11-384 Cobol Programming | 3 |
| 13-227 Business Communications | 3 |
| 11-310 Principles of Management | 3 |
| 11-312 Business Law I | 3 |
| 11-385 Assembler Programming | 3 |
| Electives | 9 |

Curriculum for an Associate of Science Degree in General Business

| | |
|---|----|
| Total hours required | 64 |
| 60-101, 102 Written English | 6 |
| 11-150 Introduction to Business | 3 |
| 11-201, 202 Introductory Accounting | 6 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 69-202 Fundamentals of Speech | 3 |
| 85-154 Finite Mathematics | 3 |
| 12-205, 206 Principles of Macroeconomics and Principles of Microeconomics | 6 |
| 11-224 Business Statistics | 3 |
| 11-310 Principles of Management | 3 |
| 13-227 Business Communications | 3 |
| 11-312 Business Law I | 3 |
| 11-340 Marketing | 3 |
| 11-305 Managerial Accounting | 3 |
| Electives | 16 |
| (at least 6 hours must be in departmental courses numbered 11, 12, or 13) | |

**Curriculum for an Associate of Science Degree in
Hotel-Motel & Restaurant Management**

| | |
|---|----|
| Total hours required | 64 |
| 60-101, 102 Written English | 6 |
| 11-150 Introduction to Business | 3 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 85-154 Finite Mathematics | 3 |
| 11-201, 202 Introductory Accounting I and II | 6 |
| 26-207 Survey of Food Services | 3 |
| 25-318 Nutrition | 3 |
| 11-312 Business Law I | 3 |
| 12-205, 206 Principles of Macroeconomics and Principles of Microeconomics | 6 |
| 11-310 Principles of Management | 3 |
| 13-227 Business Communications | 3 |
| 26-303 Lodging Management | 3 |
| 26-309 Food Production Systems | 3 |
| 26-490 Service Industry Externship | 3 |
| 26-492 Service Industry Externship | 3 |
| 11-224 Business Statistics | 3 |
| 69-202 Fundamentals of Speech | 3 |
| Electives | 4 |

Curriculum for an Associate of Science Degree in Marketing Management

| | |
|--|----|
| Total hours required | 64 |
| 60-101, 102 Written English | 6 |
| 11-150 Introduction to Business | 3 |
| 11-201, 202 Introductory Accounting I and II | 6 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 69-202 Fundamentals of Speech | 3 |
| 85-154 Finite Mathematics | 3 |
| 73-203 General Sociology | 3 |
| 11-340 Marketing | 3 |
| 12-205, 206 Principles of Macroeconomics and Principles of Microeconomics | 6 |
| 11-224 Business Statistics | 3 |
| 11-350 Retailing | 3 |
| 13-227 Business Communications | 3 |
| 11-310 Principles of Management | 3 |
| 11-312 Business Law I | 3 |
| 11-365 Promotional Strategy | 3 |
| 11-375 Strategic Marketing | 3 |
| Electives | 7 |

**Curriculum for an Associate of Applied Science Degree
in Secretarial Science**

| | |
|---|----|
| Total hours required | 64 |
| 60-101, 102 Written English | 6 |
| 11-150 Introduction to Business | 3 |
| 12-123 Contemporary Economics or 12-205 Principles of Macroeconomics | 3 |
| 85- Math (100 level or above) | 3 |
| 13-103 Typewriting I | 2 |
| 13-104 Typewriting II | 2 |
| 13-320 Transcription | 3 |
| 13-326 Calculator Skills | 1 |
| 13-327 Filing and Reprographics | 1 |
| 13-328 Word Processing Operations | 1 |
| 69-202 Fundamentals of Speech | 3 |
| 11-214 Introduction to Computers and Basic Programming | 3 |
| 11-201, 202 Introductory Accounting I and II | 6 |
| 13-324 Secretarial Administration | 3 |
| 13-227 Business Communications | 3 |
| 13-105 Typewriting III | 3 |
| 13-329 Word Processing Concepts | 3 |
| 11-312 Business Law I | 3 |
| 22-103 Introduction to Psychology, or 73-203 General Sociology | 3 |

Executive Secretary Option

| | |
|---------------------------|---|
| 13-201 Shorthand I | 3 |
| 13-202 Shorthand II | 3 |
| Elective | 3 |

Word Processing Option

| | |
|--|---|
| 13-330 Word Processing Operations and Applications | 3 |
| 11-310 Principles of Management | 3 |
| Elective | 3 |

ASSOCIATE DEGREE PROGRAMS IN THE DIVISION OF CREATIVE ARTS

CURRICULUM FOR THE ASSOCIATE OF ARTS DEGREE IN GRAPHIC DESIGN

The Associate of Arts Degree program in Graphic Design is designed to provide the graduate with the basic knowledge, skills, and expertise essential for a graphic designer. After completion of the course of study, the student will be prepared to accept graphic design positions in industrial concerns, printing firms, advertising and design agencies.

The course of study has been prepared to provide the student with an introduction to the fundamentals of graphic design, layout, and illustration and an experience-based introduction to graphic techniques and procedures. The following is a course outline of the program.

ASSOCIATE OF ARTS DEGREE IN GRAPHIC DESIGN

| | |
|---|----|
| Total semester hours required | 65 |
| 60-101 Written English | 3 |
| 60-102 Written English | 3 |
| 33-103 Introduction to the Visual Arts | 2 |
| 33-115 Introduction to Drawing | 3 |
| 33-116 Intermediate Drawing | 3 |
| 33-140 Foundations of Design I | 3 |
| 33-170 Foundations of Design II | 3 |
| 69-202 Fundamentals of Speech | 3 |
| 34-171 Introduction to Visual Communication | 3 |
| 34-272 Methods & Concepts of Graphic Design I | 3 |
| 34-273 Methods & Concepts of Graphic Design II | 3 |
| 33-203 History of Western Art | 3 |
| 33-204 History of Western Art | 3 |
| 34-375 Design Strategies of Visual Comm. I | 3 |
| 34-376 Design Strategies of Visual Comm. II | 3 |
| 35-181 Black & White Photography I | 3 |
| 33-330 Painting | 3 |
| 33-360 Printmaking | 3 |
| General Studies and/or Art Electives | 12 |

CURRICULUM FOR THE ASSOCIATE OF ARTS DEGREE IN PHOTOGRAPHY

The program offers a curriculum designed to provide the graduate with the basic knowledge, skills and expertise essential for a photographer. After completion of the program, the student will be prepared to accept positions in commercial agencies and studios, industrial firms, and newspapers. The student also will have the skills and knowledge to do free-lance work.

The course of study will provide the student with not only the fundamentals of photography and apprenticeship experiences but also the flexibility necessary to allow the student to pursue the dimensions of photography of particular individual interest.

ASSOCIATE OF ARTS DEGREE IN PHOTOGRAPHY

| | |
|---|----|
| Total Semester Hours | 65 |
| 35-181 Black and White Photography I | 3 |
| 35-280 Visual Fundamentals of Photography | 3 |
| 33-140 Foundations of Design I | 3 |
| 33-103 Introduction to the Visual Arts | 2 |
| 33-170 Foundations of Design II | 3 |
| 33-360 Printmaking | 3 |
| 83-310 Photographic Science | 3 |
| 35-281 Studio Photography I | 3 |
| 35-182 Black and White Photography II | 3 |
| 35-384 Photojournalism | 3 |
| 60-101 Written English | 3 |
| 60-102 Written English | 3 |
| 69-202 Fundamentals of Speech | 3 |
| 35-383 Studio Photography II | 3 |
| 35-484 Color Photography I | 3 |
| 33-203 History of Western Art | 3 |
| 33-204 History of Western Art | 3 |
| 33-361 Advanced Printmaking | 3 |
| General Studies and/or Art Electives | 12 |

ASSOCIATE DEGREE PROGRAMS IN THE DIVISION OF EDUCATION CURRICULUM IN FASHION MERCHANDISING

Fashion Merchandising is a field for creative, enthusiastic young men and women. It offers opportunities for a challenging career in retail fashion.

ASSOCIATE OF SCIENCE DEGREE IN FASHION MERCHANDISING

| | |
|--|----|
| Total hours required | 64 |
| 60-101 Written English | 3 |
| 60-102 Written English | 3 |
| 25-101 Textiles | 3 |
| 25-102 Clothing | 3 |
| 25-210 Fashion Communication | 3 |
| 25-215 Fashion Analysis | 3 |
| 25-301 Advanced Clothing | 3 |
| 25-306 Interior Design | 3 |
| 25-315 Cultural Influences on Clothing | 3 |
| 25-403 Consumer Economics | 3 |
| 25-450 Service Industry Externship | 3 |
| 11-150 Introduction to Business | 3 |
| 11-201 Introductory Accounting | 3 |
| 11-202 Introductory Accounting | 3 |
| 11-340 Marketing | 3 |
| 11-350 Retailing | 3 |
| 11-365 Promotional Strategy | 3 |
| 12-205 or Principles of Macroeconomics | 3 |
| 12-123 Contemporary Economics | 3 |
| Selection of three hours from the following: | 3 |
| 22-203 Introductory Psychology | |
| 73-203 General Sociology | |
| 11-310 Principles of Management | |
| Electives | 7 |

ASSOCIATE DEGREE PROGRAMS IN THE DIVISION OF LANGUAGES AND LITERATURE

CURRICULUM FOR AN ASSOCIATE OF ARTS DEGREE IN GENERAL STUDIES

The Associate of Arts Degree in General Studies is a terminal degree, but the courses taken are compatible with, and may be applied toward, most four-year degree programs.

| | | |
|---|---|----|
| 12-205 | Principles of Macroeconomics | |
| or 12-123 | Contemporary Economics | 3 |
| 33-103 | Introduction to Visual Arts | 2 |
| 32-111 | Music Appreciation | 2 |
| 49- | General Studies Physical Education | 2 |
| 60-101 | Written English | 3 |
| 60-102 | Written English | 3 |
| 61-204 | Survey of American Literature | 3 |
| 61-210 | | |
| or 61-211 | Survey of English Literature | 3 |
| 69-202 | Fundamentals of Speech | 3 |
| 71-101-103 | History of Civilization | 6 |
| 72-101 | American Federal Government | 3 |
| 73-203 | General Sociology | 3 |
| 81-101 and 102 | General Biological Science, or | |
| 81-208 | Plants as Organisms and 81-209 Animals as Organisms, or | |
| 82-103 and 82-104 | Elementary Chemistry, or | |
| 82-207 (plus 208 Lab) and 82-209 (plus 210 Lab) | General Chemistry, or | |
| 83-201 and 83-202 | College Physics, or | |
| 83-221 and 83-222 | General Physics, or | |
| 84-103 and 84-104 | General Physical Science | 8 |
| 85-215 | Introduction to Mathematics | 3 |
| Electives | | 17 |
| | | 64 |

ASSOCIATE DEGREE PROGRAMS IN THE DIVISION OF SCIENCE AND MATHEMATICS

ELECTRONICS TECHNOLOGY

Purpose: The Electronics Technology program is designed to prepare students to become electronics technicians engaged in the design, fabrication, maintenance, testing, trouble-shooting and repair of electronic devices and systems. Students will obtain the mathematical, scientific and technical expertise necessary to function in a high-technology environment. There are opportunities to specialize in computer, industrial, medical, consumer or general electronics. The program is a cooperative effort of Shepherd College and James Rumsey Vocational Center. A sound foundation in mathematics and physical and applied sciences is offered at Shepherd College during the freshman year. The sophomore year is spent at James Rumsey where the "hands on" technical courses are taught. Academic credit only (not grades) will be awarded by Shepherd College for courses taken at James Rumsey. While students are at James Rumsey VTC they will be enrolled and supervised by that institution and pay its fees.

Graduates of the associate of science program in electronics technology will qualify for jobs in a variety of industrial and medical settings. The demand for electronics technicians is great. Starting salaries of over \$20,000 may be expected. It is not uncommon for the associate degree graduate to gain employment and subsequently receive employer support in seeking a bachelor's degree.

Due to a limited number of student spaces, individuals interested in the program should make application to both institutions early in the year of intended enrollment.

Although no special requirements beyond those required for admission to the college have been defined, it is recommended that the prospective electronics technology student present substantial preparation in mathematics and science.



CURRICULUM FOR AN ASSOCIATE OF SCIENCE DEGREE IN ELECTRONICS TECHNOLOGY

| | |
|---|----------|
| Total hours required for the degree | 65 |
| Core Requirements (Take all the following) | 32 |
| 85-105* Algebra | 3 |
| 85-106* Trigonometry | 2 |
| 85-108* Precalculus | 3 |
| 83-202 College Physics | 4 |
| JR-101 Electronics Shop Orientation | 1 |
| JR-102 + D.C. Fundamentals | 4 |
| JR-103 + A.C. Fundamentals and Circuit Analysis | 5 |
| JR-104 Semiconductor Fundamentals | 4 |
| JR-105 Electronic Circuits & Systems | 4 |
| JR-106 Advanced Electronic Circuit Techniques | 2 |
| *prerequisite or corequisite for other core courses | |
| + students with demonstrated competence in these areas will substitute additional Technical Electives or an additional Program Option. | |
| Non-technical electives | 11 |
| 60-101 Written English | 3 |
| 60-102 Written English or | |
| 69-202 Fundamentals of Speech | 3 |
| Electives from General Studies Courses offered in the Divisions of Business Administration, Creative Arts, Education, Social Sciences, & Physical Education | |
| | 5 |
| Program Options | 8 to 12 |
| One of the following: | |
| JR-201 Computer Electronics Technology | 10 |
| JR-202 Consumer Electronics Technology | 10 |
| JR-203 Industrial Electronics Technology | 12 |
| JR-204 Medical Electronic Technology | 10 |
| JR-205 Microwave Communication Technology | 10 |
| General Electronics Technology | |
| | 8 |
| Introduction to Electrical Engineering (89-221) | |
| Electrical Circuits (89-224) | |
| Technical Electives — Selected from among the following to meet the required total hours | |
| | 10 to 14 |
| 89-101 Introduction to Engineering Design | 3 |
| 89-102 Engineering Computer Applications | |
| or 11-311 Computer Language Concepts | 3 |
| 89-241 Engineering Statics | 3 |
| 85-154 Finite Mathematics | 3 |
| 85-200 College Geometry | 2 |
| 85-205 Calculus with Applications | |
| or 85-207 Calculus I | 4 |
| 85-208 Calculus II | 4 |
| 85-217 Computers - BASIC | 2 |
| or 11-214 Introduction to Computers and BASIC Programming | 3 |
| 85-254 Discrete Mathematics | 3 |
| 85-280 Symbolic Logic | 2 |
| 85-314 Statistics | 3 |
| 85-317 Computer Programming (Pascal) | 3 |
| 13-325 Computer Data Entry Skills | 1 |
| 84-105 Science of Sound and High Fidelity | 3 |

| | | |
|---------------------|--|---|
| 83-201 | College Physics | 4 |
| 83-221 | General Physics | 4 |
| 82-101 or 82-103 | Chemistry in Society Elementary Chemistry | |
| or 82-207/8 | General Chemistry | 4 |
| 82-102 or 82-104 | Chemistry in Society Elementary Chemistry | |
| or 82-209/10 | General Chemistry | 4 |
| *81-225 | Human Anatomy & Physiology | 2 |
| *81-226 | Human Anatomy & Physiology | 2 |

*Recommended for Medical Electronics Technology Option only.

ENGINEERING

Purpose: Engineering is the art and science of utilizing materials and energy sources of nature for the benefit of mankind. The engineer must combine a knowledge of the mathematical and natural sciences with an awareness of the needs of human beings and human society, to design, construct, and operate the structures, machines, and other devices of industry and everyday life.

Such critical problems as developing new energy sources, improving the productivity of our manufacturing industry, and developing affordable means of protecting our environment, are, for the most part, engineering problems. Society's needs in the decades ahead will demand more engineering than ever before.

The engineering program at Shepherd College is a two-year course of study designed to prepare students for transfer into the third year of a baccalaureate degree program in engineering. Shepherd's program emphasizes a strong foundation in mathematical, physical, computer, and engineering sciences, which constitute the core of all areas of engineering. Specialization in a particular engineering field (electrical, mechanical, chemical, civil, et cetera) will occur upon transfer.

Students who successfully complete this program with a 2.0 average or better will be awarded an Associate of Science Degree in Engineering, and those who meet the admission requirements outlined below will be assured acceptance into the Bachelor of Science in engineering programs at West Virginia University and West Virginia Institute of Technology. Those students who exhibit superior performance at Shepherd may expect to be accepted into other engineering schools nationwide. Depending upon the specialty selected, a summer of study at the senior institution may be necessary to complete baccalaureate degree requirements within four years.

Admission requirements for the Engineering Transfer Program include: 1) West Virginia residents must have a high school G.P.A. of 3.0 or an ACT Math score of 24, minimum. 2) Out-of-state residents must have a high school G.P.A. of 3.4 or an ACT Math score of 28, minimum. 3) All applicants must demonstrate proficiency in mathematics and English placement tests which are administered at Shepherd College. 4) Completion of the following high school courses with a "B" average or better is desirable: Algebra I and II, plane geometry, trigonometry, chemistry, and physics. Applicants who do not meet these minimum requirements, but who display an aptitude for engineering studies, may request to be admitted to the program by a letter of petition to the Director of Engineering.

In addition to normal Shepherd College application procedures through the Admissions Office, an application for admission to the Engineering Transfer Program must be submitted by each candidate to the Director of Engineering. A letter of reference also is required. The number of students in the program is limited by laboratory space available. Selection will be based on promise of completion of the program.

CURRICULUM FOR AN ASSOCIATE OF SCIENCE DEGREE IN ENGINEERING

| | |
|---|----|
| Total hours required for the degree | 67 |
| Required Engineering courses | 23 |
| 89-101 Introduction to Engineering Design | 3 |
| 89-102 Engineering Computer Applications | 3 |
| 89-221 Introduction to Electrical Engineering | 4 |
| ^{1,2} 89-224 Electrical Circuits | 4 |
| 89-241 Engineering Statics | 3 |
| ^{1,2} 89-242 Engineering Dynamics | 3 |
| ^{1,2} 89-243 Engineering Mechanics of Materials | 3 |
| Required Chemistry courses | 8 |
| 82-207/208 General Chemistry and Lab | 4 |
| 82-209/210 General Chemistry and Lab | 4 |
| Required English courses | 6 |
| 60-101 Written English | 3 |
| 60-102 Written English | 3 |
| Required Mathematics courses | 12 |
| 85-207 Calculus I | 4 |
| 85-208 Calculus II | 4 |
| 85-309 Calculus III | 4 |
| ² 85-401 Differential Equations | 3 |
| Required Physics courses | 8 |
| 83-221 General Physics | 4 |
| 83-222 General Physics | 4 |
| Required Physical Education courses | 2 |
| Non-technical electives | 8 |

¹Students intending to major in Chemical Engineering should substitute 82-315 and 82-316 Organic Chemistry for two of these courses.

²Three out of these four courses required for the degree.

Non-technical electives should be selected with advisement. Recommended are introductory surveys of history of civilization, American literature, English literature, economics, psychology, political science, or sociology. Students should consult the catalog of the institution to which they intend to transfer, to be sure the selected courses meet their requirements.

FIRE SERVICE AND SAFETY TECHNOLOGY

Purposes: The curriculum is designed to prepare individuals to provide leadership in community and industrial fire prevention and suppression and in industrial safety. Course offerings will be scheduled to encourage part-time student participation. Many of the courses will be taught by professionals in the field and will make use of the variety of facilities available in the region.

CURRICULUM FOR AN ASSOCIATE OF APPLIED SCIENCE DEGREE IN FIRE SERVICE AND SAFETY TECHNOLOGY

| | |
|---|----|
| Total hours required for the degree | 64 |
| Required courses in Fire Service and Safety Technology | 26 |
| 88-101 Introduction to Fire Science | 3 |
| 88-102 Fire Prevention | 3 |
| 88-113 General Physical Science (FS and ST) | 3 |
| 88-201 Structural Design and Building Codes | 3 |
| 88-202 Flammable and Explosive Materials | 3 |
| 88-203 Emergency and Rescue Operations | 3 |
| 88-212 Toxic, Corrosive and Radioactive Materials | 3 |
| 88-250 EMT | 4 |
| 88-350 Practicum I | 1 |
| Elective Courses in Fire Service Safety Technology (selected with consent of advisor) | 4 |
| Other required courses | 18 |
| 22-103 Introduction to Psychology | 3 |
| 60-101 Written English | 3 |
| 60-102 Written English | 3 |
| 69-202 Fundamentals of Speech | 3 |
| 72-102 State and Local Government | 3 |
| 72-203 General Sociology | 3 |

| | |
|------------------------------|----|
| Other elective courses | 16 |
|------------------------------|----|

Elective courses should be selected with advisement. Suggested courses include Typewriting, Office Procedures, Written Communications in Business, Business Writing, Insurance, Human Relations in Industry, Psychology of Mental Health, Industrial Sociology, Audio-Visual Aids, Human Anatomy and Physiology, Photography, and courses in fields of journalism, speech, and mathematics.

NURSING

Purpose: The Associate of Science Degree in Nursing Program is designed to prepare the student to take the National Council Licensure Examination (NCLEX-RN) for registered nurses and enter a career as a beginning practitioner of nursing. It is intended that the courses in nursing will provide the students with an awareness of the value and dignity of man and a view of the patient as an integrated, unique individual requiring nursing knowledge and skill. Relationships between health and illness, based on Maslow's hierarchy of needs, will be examined; clinical skills will be developed, as well as the ability to assess, plan, implement and evaluate nursing care in a variety of health settings. **THE NURSING PROGRAM IS ACCREDITED BY THE NATIONAL LEAGUE FOR NURSING.**

In order to progress, the student enrolled in the Nursing Program must not receive less than a "C" in each nursing course, in Anatomy and Physiology (81-225, 81-226, 81-227, and 81-228), must maintain a minimum of a 2.0 cumulative grade point average at the end of each semester, and must satisfy pre- and co-requisite requirements as scheduled. To receive the Associate of Science Degree in Nursing, the student must have received a grade of at least "C" in each nursing course, in Anatomy and Physiology, and also must have a 2.0 cumulative grade point average for all courses taken.

For sequence of prerequisite and corequisite courses which must be followed in order to progress in the Department of Nursing, see the Nursing Students' Handbook.

BY FEBRUARY 1 OF THE YEAR PRECEDING INTENDED ENROLLMENT, an application for admission to the Nursing Program, in addition to the application for admission to Shepherd College, must be on file in the Nursing Department office. After applicants have filed the applications, they must arrange for a personal interview with the Director of Nursing Education.

Candidates who are selected for the limited number of openings must possess a good scholastic background which includes the successful completion of courses in algebra and chemistry, good skills in communication and proficiency in English. In addition, candidates should possess good physical and mental health.

CURRICULUM FOR AN ASSOCIATE OF SCIENCE DEGREE IN NURSING

| | |
|---|----|
| Total hours required for the degree | 71 |
| Total nursing hours: | 42 |
| Required courses, first year, 37 semester hours: | |
| 86-101 Basic Needs | 4 |
| 86-103 Clinical Nursing | 4 |
| 82-120 College Chemistry | 3 |
| 82-121 College Chemistry Lab | 1 |
| 81-225 Anatomy and Physiology | 2 |
| 81-227 Anatomy and Physiology Lab | 1 |
| 60-101 Written English | 3 |
| | 18 |
| 86-102 Needs from Birth through Adolescence | 2 |
| 86-104 Clinical Nursing | 3 |
| 86-106 Health Care Needs of Women | 2 |
| 86-108 Clinical Nursing | 3 |
| 81-226 Anatomy and Physiology | 2 |
| 81-228 Anatomy and Physiology Lab | 1 |
| 21-300 Human Development | 3 |
| 22-203 Introduction to Psychology | 3 |
| | 19 |
| Required courses, second year, 34 semester hours: | |
| 86-220 Trends in Nursing | 2 |
| 86-201 Introduction to Unmet Needs | 2 |
| 86-203 Clinical Nursing | 3 |
| 86-205 Selected Unmet Needs I | 2 |
| 86-207 Clinical Nursing | 3 |
| 81-302 Microbiology | 4 |
| | 16 |
| 86-202 Selected Unmet Needs II | 3 |
| 86-204 Clinical Nursing | 3 |
| 86-206 Selected Unmet Needs III | 3 |
| 86-208 Clinical Nursing | 3 |
| 73-203 Sociology | 3 |
| Elective | 3 |
| | 18 |





COURSE NUMBERING SYSTEM

The unit of credit is the semester hour. Some courses are not offered every semester.

Courses numbered 001-099 are not for degree credit.

Courses numbered 100-199 are normally for freshman

Courses numbered 200-299 are normally for sophomores

Courses numbered 300-399 are normally for juniors

Courses numbered 400-499 are normally for seniors

DISCIPLINE NUMBER SYSTEM

Courses in the various disciplines can be identified by the appropriate prefix numbers as listed below:

| | |
|--|---------------------------------------|
| 11 Business Administration | 63 Library Science |
| 12 Economics | 64 French |
| 13 Business Education | 65 German |
| 21 Education | 68 Religion |
| 22 Psychology | 69 Speech, Drama and Broadcasting |
| 24 Education for the Deaf and Blind | 71 History |
| 25 Home Economics | 72 Political Science |
| 26 Hotel-Motel & Restaurant Management | 73 Sociology |
| 32 Music | 74 Geography |
| 33 Art | 75 Social Work |
| 34 Graphic Design | 76 Philosophy |
| 35 Photography | 77 Archaeology |
| 41 Health Education | 79 Park Administration |
| 43 Physical Education | 81 Biology |
| 44 Athletic Coaching | 82 Chemistry |
| 45 Recreation | 83 Physics |
| 47 Safety Education | 84 General Science |
| 49 General Studies Physical Education | 85 Mathematics |
| 60 Composition | 86 Nursing |
| 61 Literature | 87 Medical Technology |
| 62 Journalism | 88 Fire Service and Safety Technology |
| | 89 Engineering |
| | 99 Multi- and Interdisciplinary |

COURSES OF INSTRUCTION

ARCHAEOLOGY

77-300. INTRODUCTION TO ARCHAEOLOGY (3)

Course surveys the history, theory and methodology of archaeology as a sub-discipline of anthropology. Field skills necessary for the scientific collection of data on past cultures will be discussed as well as topics in prehistoric, historic, industrial and underwater sub-areas.

ART

(SEE ALSO GRAPHIC DESIGN AND PHOTOGRAPHY)

33-103. INTRODUCTION TO THE VISUAL ARTS (2)

An introductory course, required of all students, designed to give insight into the nature of the visual arts and their relationship to contemporary life. A study of the language and functions of painting, sculpture and architecture, the development of styles, aesthetic principles, and the ideas of art are surveyed.

33-115. INTRODUCTION TO DRAWING (3)

An introductory course for development of basic drawing skills and practice in the use of various drawing materials. Observation, memory training, and composition are stressed to give the student a wide experience and solid base in the art of drawing.

33-116. INTERMEDIATE DRAWING (3)

A continuation of the basic drawing and perceptual skills developed in Introductory Drawing. Prerequisite: 33-115.

33-140. FOUNDATIONS OF DESIGN I (3)

An introductory course which examines the concepts and nature of visual image making. The fundamental skills and knowledge of two and three dimensional design as related to the visual arts are explored.

33-170. FOUNDATIONS OF DESIGN II (3)

A continuation of 33-140 with a more extensive examination of the concepts and nature of visual image making. The fundamental skills and knowledge of two and three dimensional design as related to the visual arts is explored in further depth. Prerequisite: 33-140..

33-203. HISTORY OF WESTERN ART (3)

A historical survey of the major developments in architecture, sculpture, and painting of the Western World from prehistoric times to the Renaissance. Prerequisite: 33-103.

33-204. HISTORY OF WESTERN ART (3)

A continuation of 33-203 from the Renaissance to the present. Prerequisite: 33-103.

33-208. PORTFOLIO DEVELOPMENT (1)

An entry prerequisite or corequisite course to enrolling in upper division Bachelor of Fine Arts courses. This course establishes a standard for successfully approaching visual image making in graphic design, painting, printmaking or photography. Prerequisite: three semesters of successful work in a major concentration area.

33-215. DRAWING (1)

A developmental continuation of the basic skills and perceptions of drawing. Prerequisites: 33-115 and 33-116.

33-217. DRAWING (1)

A developmental continuation of the basic skills and perceptions of drawing. Prerequisites: 33-115 and 33-116.

33-230. PAINTING (3)

An introduction to the materials, philosophies, techniques, and processes of the painter. Painting is approached as a creative experience through the study of subject matter, form, and content. Prerequisites: 33-115, 33-140, 33-170.

33-240. SCULPTURE (3)

Introduction to the principles of carving, construction, and casting. Prerequisite: 33-140, 170.

33-303. CONTEMPORARY ART (3)

An in-depth investigation of the visual arts of the 19th and 20th centuries. A study is made of the history and philosophy of the various movements, their origins and growth, and the relationship of their development to contemporary culture and thought. Prerequisite: 33-204.

33-304. AMERICAN ART (3)

A historical study of American Art since 1700, with an emphasis upon architecture, painting, and sculpture.

33-305. HISTORY OF FURNITURE (3)

A historical survey of the major developments in furniture from the Egyptian to the contemporary. Emphasis will be on the aesthetic dimension of stylistic development and furniture's stylistic relationship to the major movements in painting, sculpture, and architecture.

33-310. DRAWING (1)

A developmental continuation of the basic skills and perceptions of drawing. Prerequisites: 33-115, 33-116.

33-317. SURVEY OF HISTORY OF ART THERAPY (3)

A survey of the pioneering ideas and historical development in the field of art therapy. The course includes the study of major theories, practices, and issues dating from the inception of art therapy as a discipline in the 1940s to the present. Prerequisite: 22-103.

33-320. ART IN ELEMENTARY EDUCATION (2)

A course designed to develop an understanding of the need and purpose of art on the elementary level and the methodology of elementary art education. Perception and aesthetic learning relative to the developmental level of the child are investigated in order to provide the necessary foundation upon which to structure a meaningful art program.

33-322. ARTS AND CRAFTS FOR THE ELEMENTARY SCHOOL (2)

Emphasis is placed upon the meaningful art experiences that can be presented to the elementary child. The development of a greater aesthetic sensitivity, experiences in perceptual activities, and a knowledge of art materials and processes are basic to the course. Prerequisite: 33-320.

33-330. ADVANCED PAINTING (3-6)

A continuation of the skills and techniques developed in 33-230. Compositional experimentation, creative and expressive modes, and evaluation skills are emphasized. Prerequisite: 33-230.

33-331. WATERCOLORS (3)

An introduction to the medium of watercolor, exploring its possibilities and limitations. Prerequisite: 33-230.

33-340. ADVANCED SCULPTURE (3)

A continuation of 33-240. The course is directed toward the further development of skills in sculpture with additional materials and techniques. Prerequisite: 33-240.

33-341. WOOD SCULPTURE (3)

Exploration in the techniques and skills of wood sculpture, including carving and lamination. Prerequisite: 33-240.

33-342. STONE SCULPTURE (3)

Exploration in the techniques and skills of stone sculpture. Prerequisite: 33-240.

33-349. CERAMICS (3)

An investigation is made of the forming, decorating, and firing of clay objects. The experiences will include wheel throwing and handbuilt work with special emphasis upon slab and coil construction.

33-350. JEWELRY (3)

An understanding of the nature of the art materials and processes involved in the craft of jewelry making are explored. Silver, copper, wood, and semi-precious stones are used in executing projects. Prerequisite: 33-170.

33-351. CERAMICS (3)

An investigation is made of forming, decorating, and firing of clay objects. The experiences will include handbuilt work with special emphasis upon wheel throwing.

33-352. CRAFTS (3)

This course exposes the student to contemporary crafts. Projects are assigned to execute and research. Prerequisite: 33-170.

33-353. ADVANCED CRAFTS (3)

This course takes an in-depth study of specific crafts, stressing design. Prerequisite: 33-352.

33-354. ADVANCED CERAMICS (3)

A continuation of the skills and techniques developed in 33-351 with the emphasis being a higher technical proficiency and a more creative work. Prerequisite: 33-351.

33-360. PRINTMAKING (3)

The basic areas of printmaking (intaglio, planographic, relief, and stencil) are introduced and explored with an emphasis upon the graphic idea. Prerequisites: 33-115 and 33-170.

33-361. ADVANCED PRINTMAKING (3)

A continuation of the skills and techniques developed in 33-360 within the major printmaking areas, with an emphasis upon a more significant graphic idea. Prerequisite: 33-360.

33-362. ETCHING AND INTAGLIO (3-6)

Studio experience in the skills and techniques of etching, intaglio, dry point, and aquatint. Prerequisite: 33-360.

33-363. SERIGRAPHY (3-6)

An in-depth studio experience in screen printing. Exploration is made of the basic screen preparations as they apply to the graphic idea. Prerequisite: 33-360.

33-364. LITHOGRAPHY (3-6)

An in-depth studio experience in the planographic process of printmaking. An exploration is made of the basic lithographic procedures as they apply to the graphic idea. Prerequisite: 33-360.

33-370. ADVANCED DESIGN (3-6)

An in-depth study of the elements and principles of design. Problems, research, and field trips are taken to reinforce understanding. Prerequisites: 33-140 and 33-170.

33-371. COMMERCIAL DESIGN (3)

An introductory survey to Commercial Design. Prerequisite: Art, Photo major.

33-400. STUDIO PROBLEMS (3-6)

A course providing an opportunity for students that have encountered major difficulties in foundation art courses to concentrate on those difficulties and thereby increase their proficiency. Prerequisite: Twenty-two hours of art.

33-403. AESTHETIC CRITICISM (3)

An investigation of the aesthetic dimension of the visual arts is made in relation to the studio experience and the history of art, preparing the student to analyze, evaluate, and judge a work of art. Prerequisite: Twenty-two hours of Art.

33-404. RESEARCH (ART HISTORY) (1-3)

An upper-division course designed as a culminating experience within the concentration area of art history. The student is expected to investigate an area of art history on the comparative or analytical level. Prerequisite: Thirteen hours of art history.

33-405. RESEARCH IN CRITICISM (1-3)

An upper-division course designed as a culminating experience within the concentration area of art history. The student is expected to investigate an area of aesthetic criticism on the comparative or analytical level. Prerequisite: Eleven semester hours of art history and criticism.

33-410. ADVANCED DRAWING (3)

A developmental continuation of the skills and perceptions of drawing. Prerequisite: 33-115, 33-116.

33-430. FIGURE PAINTING (3-9)

An in-depth study of the figure is made with a concentration on composition, form, and content. Prerequisite: 33-230.

33-434. RESEARCH (PAINTING) (3-9)

An upper-division course designed as a culminating experience within the concentration area of painting. An opportunity is thus provided for the student to pursue a specific area of painting. Prerequisite: nine hours of painting.

33-440. METALS AND CASTING (3)

Exploration and development in the techniques and skill of oxy-acetylene welding and metal casting by the lost wax method. Prerequisite: 33-240.

33-444. RESEARCH (SCULPTURE) (1-3)

An upper-division course designed as a culminating experience within the concentration area of sculpture thereby providing an opportunity to pursue a specific area of sculpture on a meaningful level. Prerequisite: Six hours of sculpture.

33-450. ADVANCED JEWELRY (3)

Concentrating on design, the student explores in-depth processes, such as gem cutting, enameling, casting, etc. Prerequisite: 33-350.

33-454. RESEARCH (CRAFTS) (1-3)

An upper-division course designed as a culminating experience within the concentration area of crafts, thereby providing an opportunity for the student to pursue a specific area of crafts on a meaningful level. Prerequisite: Nine hours of crafts, ceramics, and/or jewelry.

33-460. BLOCK PRINTING (3-6)

An in-depth studio experience in the area of relief printing with a concentration in wood cut and wood engraving. Prerequisite: 33-360.

33-464. RESEARCH (PRINTMAKING) (3-9)

An upper-division course designed as a culminating experience within the concentration area of printmaking. The student is expected to experimentally pursue an aspect of the printmaking area on a significant level. Prerequisite: Eleven hours in the printmaking concentration.

33-474. RESEARCH (DESIGN) (1-3)

An upper-division course designed as a culminating experience within the concentration area of design, thereby providing an opportunity to pursue a specific area of design on a meaningful level. Prerequisite: Eight hours of design.

ATHLETIC COACHING**44-224. CARE AND PREVENTION OF ATHLETIC INJURIES (2)**

A theory and laboratory course dealing with the prevention, care and strapping of athletic injuries. Particular emphasis is placed on safety in sports activities.

44-403. PRINCIPLES OF COACHING (3)

This course is designed to examine the many functions, roles and responsibilities associated with coaching. Relationships with parents, administrators and other faculty members, fellow coaches, players and the press are studied. Travel responsibilities, care and ordering of equipment, media responsibilities, scheduling and facility utilization are among other areas of concern.

44-405. PSYCHOLOGY OF COACHING (3)

This course is designed to examine various psychological aspects of coaching. Among the many psychological factors to be studied include: the effects of competition and the role of the coach during childhood and adolescence; the effects of winning and losing on self-concept development; sportsmanship; and coaching the minority athlete.

44-35X. COACHING OF (to be named) (3)

The purpose of all coaching courses is to develop in the student a thorough knowledge of the sport as well as an understanding of the rules, the skills and the offensive and defensive strategies and coaching techniques associated with the game.

44-450. COACHING INTERNSHIP (3)

This internship is designed to provide the student with a practical coaching experience under a qualified head coach for an entire season. The student must spend a minimum of 150 supervised hours as an assistant coach in a public junior high school, senior high school or college athletic program. The student must follow procedures outlined in the Coaching Internship Handbook (see your advisor).

BIOLOGY**81-100. LIFE SCIENCE FOR ELEMENTARY TEACHERS (4)**

Open only to students pursuing curricula in Elementary and Early Education. Develops skills of observation and manipulation in laboratory and out-of-door settings. Stresses application of scientific method as applied to living things. Basic concepts of biology introduced as a vehicle for these objectives. Consideration of methods and subject matter appropriate to N-8 grade levels.

81-101. GENERAL BIOLOGICAL SCIENCE (4)

Not For Biology majors. With 81-102, satisfies general education science requirement and part of General Science 9-12 teaching field requirement. Integrated approach to the biology of plants, animals, and microorganisms. One-half centered around environmental principles, and one-half centered around organismic homeostatic (regulatory) principles. Laboratory topics and sequence integrated with lecture.

81-102. GENERAL BIOLOGICAL SCIENCE (4)

Not For Biology majors. With 81-101, satisfies general education science requirement and part of General Science 9-12 teaching field requirement. Integrated approach to the biology of plants, animals, and microorganisms. One-half centered around reproductive principles, and one-half centered around cell physiology. Laboratory topics and sequence integrated with lecture.

81-208. PLANTS AS ORGANISMS (4)

This course is part of the introductory sequence of core courses for a student pursuing some field in biology. The emphasis is on physiological and field approaches, involving the use of plants to illustrate general principles of biology. Attention is given to the morphological framework within which the physiological activities occur. The activities in plants are related to the patterns in which they impinge upon the economy of nature.

81-209. ANIMALS AS ORGANISMS (4)

The study of general principles of biology that are either distinctive for the animal kingdom, or readily illustrated with zoological materials. Emphasizes the process of living, whole organisms, integrated with those principles of histology, morphology and phylogeny that are required for a balanced understanding of physiology.

81-225. HUMAN ANATOMY AND PHYSIOLOGY (2)

A lecture course in the anatomy and physiology of the human organism. Topics include organization of the body, homeostasis, the cardiovascular system, the lymphatic system, the respiratory system, the urinary system, and fluid-electrolyte balance.

81-226. HUMAN ANATOMY AND PHYSIOLOGY (2)

A continuation of the lecture course 81-225. Topics include the digestive system, metabolism, the reproductive systems, development, the endocrine system, and the nervous system. Prerequisite: 81-225

81-227. HUMAN ANATOMY & PHYSIOLOGY (1)

A laboratory course in human anatomy and physiology to be taken concurrently with or following 81-225. Topics parallel those identified in 81-225.

81-228. HUMAN ANATOMY & PHYSIOLOGY (1)

A laboratory course in human anatomy and physiology to be taken concurrently with or following 81-226. Topics parallel those identified in 81-226.

81-302. MICROBIOLOGY (4)

Part of the required curriculum in nursing and medical technology, and a recommended elective for any biology student. The course will emphasize the impact of microbial activity on human health and disease, including the conditions contributing to microbial increase, spread and virulence, conditions contributing to the body responses leading to resistance and immunity, and methods of intervening in the usual etiology for the purpose of bringing about informed control. The non-medical aspects of microbiology also will be considered, in regard to the basic activities in interacting biological systems, as symbionts, as critical energy conversion agencies, as agents for driving biogeochemical cycles, and as experimental subjects for the discovery of basic biological principles such as intermediary metabolism and the genetic code. Prerequisites: 81-208 or equivalent plus chemistry.

81-305. CELL BIOLOGY (4)

A laboratory course in which cells are considered as the basic structural and functional units of biological organization. There is an attempt to approach selected cell structures and activities from the cytological, ultrastructural, and molecular points of view. Topics emphasized are: membrane structure, assembly, and function; bioenergetics; biosyntheses; and regulation of cellular activities. Where appropriate, the use of *in vitro* methods and systems is stressed. Prerequisites: 81-208 and 81-209 or 81-225 and 81-226 and 82-207, 208, 209, 210 or their equivalents.

81-310. PLANT PATHOLOGY (3)

A study of the morphology, life history, host range, and physiology of the plant pathogenic fungi, bacteria, nematodes, and viruses, and a study of the symptoms, pathological anatomy, physiological responses, economic importance, and control measures of the more important plant diseases. Prerequisite: 81-208.

81-312. VERTEBRATE NATURAL HISTORY (4)

Examination of the structural and functional characteristics of vertebrates as related to their use of various habitats, identification, classification, and field study of species of this region. Additional topics, e.g. migration, hibernation, and reproduction are given special attention. Prerequisite: 81-101 or 81-209.

81-313. INVERTEBRATE NATURAL HISTORY (4)

A field-oriented study emphasizing living organisms in their natural habitats, their life cycles and interaction with man, other organisms and the physical environment. Collection, culture, and identification of the major orders of the parasitic and free living fresh water and temperate terrestrial invertebrate phyla. Prerequisites: 81-208, 81-209.

81-315, 81-316. DIRECTED RESEARCH (1 each)

Directed Research is a two-semester sequence of courses, required of all biology majors and biology-general science teacher candidates.

Competencies in the utilization of the process of science and the communication of information obtained through its use is essential to both biologists and biology teachers. Directed Research provides the biology major and prospective teacher the opportunity to develop these competencies through a structured program of individualized, self-paced, laboratory-centered projects, carried out under the guidance of a faculty member, followed by the preparation and presentation of a formal research paper. Prerequisites: 81-208 and 81-209.

81-324. PLANT TAXONOMY I — FALL FLORA (2)

First eight weeks of first semester. Field work in the identification of grasses, fall flowers, and woody plants. Designed to illustrate the principles of nomenclature and descriptive morphology. Prerequisite: 81-208.

81-325. PLANT TAXONOMY II — SPRING FLORA (1)

Second eight weeks of second semester. Field work in the identification of ferns and Spring flowering plants. Designed to illustrate the principles and applications of scientific nomenclature and descriptive morphology. Prerequisite: 81-208.

81-332. COMPARATIVE ANATOMY (4)

A comparative study of organs and systems of representative forms of chordates keeping in mind the evolutionary development and relationships of these forms. Concepts of embryology are applied to an understanding of the adult organism. Laboratory work is concerned with a detailed dissection and comparative study of the amphioxus, *necturus*, dogfish, and cat. Prerequisite: 81-209 or equivalent.

81-344. GENETICS AND EVOLUTION (4)

Mechanisms of inheritance, the nature of genes, and genetic systems are examined in relation to the capacities of living systems for continuity, self-regulation, and adaptive change. Molecular, cellular, and organismal reproduction are considered as processes of information storage, transfer, and generation. The evolution of the gene concept is traced from its origin as mathematical abstraction, through progressive definition as a unit of nuclear structure and function, to final characterization as nucleic acid. Prerequisites: 81-208, 81-209, 81-305.

81-350. SPECIAL TOPICS FOR NON-MAJORS (1-3)

Elective in biology intended to stimulate an interest in nature or in areas of biology having public interest or political significance. Bird life, local flora, economic botany, psychopharmacology, biological energy resources are representative topics. Persons interested in a specific topic should contact the Division Chairman.

81-360. ANIMAL BEHAVIOR (3)

Description of the wide variety of activities animals display in self-maintenance, reproduction, social interaction, and adjusting to environmental change. Analysis of environment, genes, and evolution as factors in determining behaviors. Suitable elective for majors in Biology, Psychology, Park Administration, Recreation, and others. Prerequisite: 81-101 or 81-209.

81-401. HISTOLOGY (4)

A study of microscopic anatomy emphasizing organology, histology, and cytology. It embraces a study of function and structure which complements the study of gross anatomy, but provides a structural basis for the study of physiology. Prerequisites: 81-209 or 81-225, and 81-226.

81-404. IMMUNOLOGY (4)

A laboratory course designed to introduce the student to the study of immunological processes and the methods used to initiate, describe, differentiate, and measure such processes. Attention is given to the biological basis of immunity, the natures of the humoral and cell mediated immune responses, the chemical and biological features of immunoglobulins, *in vivo* and *in vitro* antigen-antibody interactions, and immunologic diseases. Prerequisites: 81-209 or 81-225 and 81-226 and at least one semester of college chemistry.

81-406. DEVELOPMENTAL BIOLOGY (4)

Concentrates upon mechanisms and principles involved in cellular differentiation and integration that accompany development of organisms from single cells into complex, multicellular structures. Beginning with relatively simple organisms and progressing to more complex examples of higher plant and animal developmental processes, the student is exposed to both descriptive information and experimental investigative techniques. Prerequisites: 81-208, 81-209, 81-305, 81-344.

81-410. PLANT PHYSIOLOGY (3)

Primarily a laboratory study of the chemical, physical, and biological activities of seed plants. Photosynthesis, respiration, transpiration, senescence, dormancy, photoperiodism, translocation, and endogenous rhythms will be studied, including the role of the hormones, the auxins, the phytochromes, the pigment systems, the energy transport systems, and the enzymes in regulating the physiologic processes of plants. The modern roles of plant physiology in energy production, industrial resources, and agricultural productivity are discussed. Prerequisites: 81-208 and college chemistry or permission of instructor.

81-412. ANIMAL PHYSIOLOGY (3)

Detailed study of selected topics, e.g. muscle contraction, circulation, excretion, to demonstrate the diverse ways in which different kinds of animals meet their functional requirements. Prerequisites: 81-208 and 81-209 or equivalent and 82-207, 82-208, 82-209 and 82-210.

81-413, 81-414. SEMINAR IN BIOLOGY (1 each)

Recommended for juniors and seniors pursuing at least a minor program in biology. This course emphasizes library research and oral presentation of subjects of interest and importance in the various fields of biology. Permission of biology staff.

81-415. BIOLOGICAL RESEARCH (1-3)

Students are given an opportunity to work on a research problem usually after a core course or a seminar in which the student has already done some preliminary work. This work is done under the direction of the biology staff. Permission of Division Chairman.

81-420. GENERAL ECOLOGY (4)

This course emphasizes principles at the population, community, and ecosystem levels of organization. Representative topics include energy flow, biogeochemical cycles, population regulation, types of ecosystems. Consideration given to man's relationship to his environment. Prerequisites: 81-208 and 81-209 or equivalent.

81-450. SPECIAL TOPICS IN ADVANCED BIOLOGY (1-4)

Elective for students who have had upper-division biology courses. Intended to diversify or specialize a student's training beyond the regular curriculum, taking advantage of a local person's particular interest or skill, or of a faculty member's interest or skill. The course will be pursued in a less formal but no less intensive fashion than the regular courses. Interested students should present specific proposals to the Division Chairman.

BUSINESS ADMINISTRATION**11-150. INTRODUCTION TO BUSINESS (3)**

A survey designed to acquaint the student with administration, production, labor, control, distribution, finance, taxation, law and ethics as applied to business. A brief history of business and the organization of business. For associate degree students and non-majors. Does not carry business administration credit toward the B.S. in business administration or hotel-motel and restaurant management.

11-201. INTRODUCTORY ACCOUNTING I (3)

Fundamentals of accounting including basic accounting models, inventory methods, classified statements, negotiable instruments, internal control, and special journals in conjunction with sole proprietorships.

11-202. INTRODUCTORY ACCOUNTING II (3)

Study of the basic structure of partnerships and corporations, manufacturing accounting, accounting for property and equipment, analysis of financial statements, and an introduction to cost accounting. Prerequisite: 11-201.

11-205. CALCULUS WITH APPLICATIONS (4)

See 85-205

11-214. INTRODUCTION TO COMPUTERS AND BASIC PROGRAMMING (3)

An introduction to the use of computers in the modern business world. A primary objective is to familiarize the student with computer hardware and software. Major emphasis on BASIC and 4th Generation tools such as spreadsheets, data bases and word processing. Taught on microcomputers.

11-224. BUSINESS STATISTICS (3)

Methods of collecting, presenting, analyzing, and interpreting business data. Emphasis on the understanding of probability distributions such as the binomial, normal, exponential, and Poisson. Discussion of regression and correlation, hypothesis testing, chi-square analysis, and one way ANOVA. Students may not receive credit for both this course and 85-314. Prerequisite: 85-154.

11-230. REAL ESTATE LAW (3)

Sources of real estate law, both cases and statutes. Estates in land, conveyances, leases, mortgages, easements, zoning, brokers, contracts, taxes, foreclosures, and open occupancy.

11-292. COOPERATIVE WORK EXPERIENCE (1-6)

A supervised work experience in which the student is placed for temporary employment with a local firm or government agency which has a cooperative agreement with the Division of Business Administration. Further details are available in the Division's office. Prerequisites: 3.0 GPA in the major; 2.0 GPA overall; full-time student who has completed at least one semester; and the recommendation of the student's major advisor.

11-305. MANAGERIAL ACCOUNTING (3)

Techniques of interpreting accounting, financial, and statistical data for use in management decision-making. Topics include: financial reporting for internal and external use; measurement and interpretation of cost data; capital budgeting; budgets as a means of management control; and financial statement analysis. Prerequisite: 11-202.

11-310. PRINCIPLES OF MANAGEMENT (3)

Concepts and analyses of the behavioral aspects of organizations. Expansion of integrative and human skills needed by managers. Lectures are supplemented by outside projects and simulated applications of management techniques. Prerequisite: 11-201.

11-311. COMPUTER LANGUAGE CONCEPTS (3)

Fundamentals of computer programming including actual experience in designing, flow-charting, and coding of computer programs in Fortran. Major emphasis placed on students running and debugging programs. Prerequisite: 11-214 or permission of the instructor.

11-312. BUSINESS LAW I (3)

A basic study of the fundamentals of business law in relation to judicial systems, contracts, agency, bailments, and negotiable instruments. Legal aspects of sales, warranties, and the forms of business organization.

11-313. BUSINESS LAW II (3)

A detailed study of the law of secured transactions, employment, insurance, negotiable instruments, estates, bankruptcy, and suretyship. The Uniform Commercial Code is discussed in detail. Recommended for students who plan to take the CPA examination. Prerequisite: 11-312.

11-316. RPG II PROGRAMMING (3)

Emphasis on designing the input and output of data-processing operations. RPG II is taught and subsequently used as the tool to handle the required data-processing operations on the computer. Prerequisite: 11-311.

11-317. REAL ESTATE (3)

Basic study of the nature and importance of real estate in the economy; principles of land utilization and urban development; property rights and real estate; valuation of real property; real estate markets; and government regulation and programs.

11-321. LABOR PROBLEMS (3)

History of labor movements, analysis of economic and social problems arising from relations between labor and management, labor legislation and laws. Case studies. Prerequisite: 12-206 or 12-123.

11-322. COLLECTIVE BARGAINING (3)

An analytical study of the collective bargaining process by case study and by readings in management and union philosophy. A survey of management and union rights and responsibilities, strategy in collective bargaining, and the impact of bargaining on employees and management relations. Prerequisite: Jr. standing in business.

11-329. INTERMEDIATE ACCOUNTING I (3)

Principles of balance sheet presentation, evaluation and profit determination. Emphasis on accounting concepts and theory. Prerequisite: 11-202.

11-330. INTERMEDIATE ACCOUNTING II (3)

A continuation of balance sheet evaluation. Emphasis on equity accounts, tax allocation, inflation accounting; accounting changes, and analysis of financial statements. Prerequisite: 11-329.

11-335. INCOME TAX (3)

A study of the Internal Revenue Code and regulations relating to individuals, partnerships, and corporations. Prerequisite: 11-202.

11-336. COST ACCOUNTING (3)

The economic, industrial engineering, and managerial aspects of cost accounting. Process, job order, and standard cost systems. Prerequisites: 11-202 and 11-224.

11-338. BUSINESS INFORMATION SYSTEMS (3)

An analysis of where, when, and in what form information is captured in order to make business management decisions. A detailed study of the planning, operating and reporting phases in obtaining information within a business enterprise. Does not apply as an elective in the minor in computer programming and information systems. Prerequisite: 11-202.

11-340. MARKETING (3)

An introduction to the marketing management process. The selection of target markets and the development of product, pricing, promotion, and channel of distribution programs to effectively serve these markets. Specialized topics such as international marketing, consumerism, and ethical issues in marketing.

11-345. WRITTEN COMMUNICATIONS IN BUSINESS (3)

Modern business techniques in written and oral communications. Writing of formal and informal reports—letters, memoranda, resumes. Prerequisite: 11-224.

11-350. RETAILING (3)

A study of retail store operations and management including site selection, merchandise planning, developing store image, pricing, promotion, personnel, and control. Prerequisite: 11-340.

11-352. INTERNATIONAL MARKETING (3)

Marketing management problems, techniques, and strategies necessary to incorporate the marketing concept into the international marketplace. Prerequisite: 11-340.

11-365. PROMOTIONAL STRATEGY (3)

Promotion as a tool for making decisions. Advertising, personal selling, publicity, and sales promotion for profit and non-profit organizations. Both theory and application are stressed. Prerequisite: 11-340.

11-375. STRATEGIC MARKETING (3)

Both a conceptual and a pragmatic approach to the strategic marketing planning process. The contributions of marketing concepts, philosophy, and methodology to strategic management and linkage between marketing and corporate strategy. Prerequisites: 11-224 and 11-340.

11-384. COBOL PROGRAMMING (3)

Emphasis on programming the computer to solve business problems. Actual experience in designing, flowcharting, and coding of computer programs in COBOL. Prerequisite: 11-311 or consent of the instructor.

11-385. ASSEMBLER PROGRAMMING (3)

An in-depth study of assembler language programming. A synthesis of the logical techniques developed in earlier programming courses with a detailed study of the intricacies involved in the computer. The development of assembler language programs to solve a wide variety of problems will be the main thrust of this course. Prerequisite: 11-311 or 11-384.

11-387. SYSTEMS DESIGN (3)

The system life cycle, starting with the requirements statement and ending with system extinction/replacement. Primary emphasis on the logical design phase of an information system. Includes an explanation of both the "top-down" design approach and the "output-driven" design approach. Advantages and disadvantages of both approaches. Prerequisites: 6 hours of programming and 3 hours of statistics.

11-388. DATA BASE MANAGEMENT SYSTEMS (3)

The design and maintenance of a computerized data base management system. All operations such as design, creation, searching, sorting, and editing, that must be performed on both sequential and direct access files and sets of files. Advantages and disadvantages of tree, network, and relational data structures. Coverage of query languages, data dictionaries, and security and privacy considerations. Prerequisite: 11-387.

11-390. HUMAN RELATIONS IN INDUSTRY (3)

A study of research and basic theory concerning the factors which contribute to the behavior of members of business organizations. Topics covered include: social relationships and needs, organizational patterns, motivation, leadership, small groups, communications, conflicts, changes, social responsibility, and the role of the manager. Case studies. Prerequisite: 11-310.

11-392. COOPERATIVE WORK EXPERIENCE

A supervised work experience in which the student is placed for temporary employment with a local firm or government agency which has a cooperative agreement with the Division of Business Administration. Further details are available in the Division's office. Prerequisites: 3.0 GPA in the major; 2.0 GPA overall; full-time student who has completed at least 64 hours; and the recommendation of the student's major advisor.

11-395. CONSUMER BEHAVIOR (3)

Macro and micro consumer behavior. The influence of psychological, sociological, and cultural factors on behavior of consumers and industrial buyers. Shows how this knowledge is indispensable to the marketing manager when making decisions about product, price, and channels of distribution. Prerequisites: 11-310 and 11-340.

11-400. FINANCIAL MANAGEMENT (3)

An introduction to the methods of corporation finance with an emphasis on applied problem solutions. Particular attention is given to financial decision-making and risk analysis. Prerequisites: 11-202 and 11-224.

11-401. FINANCIAL ANALYSIS (3)

An in-depth study of the theories and techniques of corporate financial management. An analysis of the procedures for extracting information from the corporate information system and modifying it for use in financial analysis. Prerequisite: 11-400.

11-402. AUDITING (3)

Concepts, objectives, standards, procedures, and techniques relating to the performance of the audit. Emphasis on decisions which involve judgment that are important to final reporting. Prerequisite: 11-330.

11-403. FUND ACCOUNTING (3)

Application of accounting principles to various funds of governmental and institutional units. Special emphasis placed upon budgetary accounting and its potential usefulness in planning and controlling revenues and expenditures. Prerequisite: 11-329.

11-405. MARKETING RESEARCH (3)

Research as a decision tool for marketing management. The role of research-based data in marketing, decision-making, problem definition, research design, sampling, data collection, and analysis, and interpretation of results. Prerequisites: 11-340 and 11-224.

11-406. ADVANCED ACCOUNTING (3)

Current theories and procedures relating to partnerships, fund accounting, estates and trusts, and consolidated statements. Prerequisite: 11-330.

11-407. BUSINESS POLICY (3)

An integration of the basic disciplines of business to facilitate the establishment of proper policies and strategies for the firm. Skills in the basic business functions are applied to formulate strategy decisions for the firm as a whole through simulation and situational analysis. Prerequisites: 11-310, 11-340 and 11-400.

11-409. PERSONNEL MANAGEMENT (3)

A study of manpower planning, recruitment, selection and development of employees. Compensation, employee appraisal, and job analysis. Collective bargaining, arbitration, and labor relations. Case studies. Prerequisite: 11-310.

11-410. ACCOUNTING THEORY (3)

Contemporary financial accounting issues as reflected in pronouncements of leading professional research and policy organizations such as the Financial Accounting Standards Board and the American Institute of Certified Public Accountants. A frame of reference for assimilating and evaluating basic accounting theories and concepts as they appear in the current accounting standards. Prerequisite: 11-330.

11-413. QUANTITATIVE METHODS (3)

A survey of quantitative decision-making techniques used in business and economics. Techniques covered include: game theory, linear programming, network analysis, inventory analysis, Markov chains, queuing models, and simulation. Emphasis on both the strengths and limitations of each technique as it is used in decision-making. Prerequisite: 3 hours of statistics. Same as 85-413.

11-415. PRODUCTION AND INVENTORY MANAGEMENT (3)

Analysis of production and operations functions in manufacturing organizations. Inventory and distribution management, transportation modeling, and firm and industry forecasting. Development of production policies supporting organizational goals. Prerequisites: 11-310 and 11-224.

11-417. ADVANCED COBOL (3)

A comprehensive second course in COBOL devoted to designing and implementing complete computerized software systems. Emphasis on files and advanced programming techniques such as pointers, stacks, and 3-dimensional arrays. Prerequisite: 11-384.

11-418. MANAGEMENT INFORMATION SYSTEMS (3)

An integration of the material covered in previous programming and systems courses. An examination of modern management information systems in a business setting. Topics include: structured decision systems, decision support systems, information systems acquisition and management, data base management systems and the role of information processing systems in business decisions. Prerequisite: 11-387.

11-425. INVESTMENTS (3)

Basic theories and their application to major financial markets. Risk and return, market efficiency, portfolio theory, and investment selection and timing decisions. Prerequisite or corequisite: 11-400.

BUSINESS EDUCATION

13-103. TYPEWRITING I (2)

The mastery of the keyboard, development of correct typewriting techniques, centering, introduction to letter writing and tabulation, and the development of speed and accuracy are included. A minimum of 40 words a minute for five minutes is required upon completion.

13-104. TYPEWRITING II (2)

A continuation of Typewriting I. Emphasis on further development of speed and accuracy and the production of business letters, tabulation, and manuscripts. A minimum of 45 words a minute for five minutes is required upon completion. Prerequisite: Typewriting I or consent of the instructor.

13-105. TYPEWRITING III (3)

Development of superior speed and accuracy with emphasis given to the high production quality of business forms. A minimum of 55 words a minute for 5 minutes is required upon completion. Prerequisite: Typewriting II or consent of instructor.

13-201. SHORTHAND I (3)

The theory of Gregg Shorthand (Series 90). Ability to take dictation at a minimum speed of 60 words a minute for five minutes and to transcribe the material accurately is required. (Offered first semester only).

13-202. SHORTHAND II (3)

A speed-building course designed to increase the students' ability to take dictation and to transcribe accurately. Constant emphasis is given to vocabulary building, punctuation, spelling, and grammar. Taking dictation at a minimum of 80 words a minute for five minutes and to transcribe the material accurately is required. Prerequisite: 13-201 or consent of the instructor. (Offered second semester only).

13-227. BUSINESS COMMUNICATIONS (3)

Education of the student to write effective business letters. Involves skills in the use of English, knowledge of business principles, and understanding of human nature. Prerequisite: 13-103 or consent of the instructor.

13-320. TRANSCRIPTION (3)

Review of English language skills for transcription and provide practice in the preparation of mailable communications from script, rough draft, and machine transcription. Prerequisites: 13-104 and 13-328 or the consent of the instructor.

13-324. SECRETARIAL ADMINISTRATION (3)

Various secretarial skills. Additional aspects of secretarial studies, such as filing, handling mail, receptionist and telephone techniques, records and reports, office manuals, travel arrangements, personality and human relations, office design, and career opportunities. Prerequisites: 13-103 or consent of instructor. (Offered second semester only).

13-326. CALCULATOR SKILLS (1)

Development of skills on the electronic printing calculator.

13-327. FILING AND REPROGRAPHICS (1)

Study of fundamentals of indexing and filing and development of skills in the operations of reprographic equipment. (Offered first semester only).

13-328. WORD PROCESSING OPERATIONS (1)

Development of word processing skills (allows text material to be entered, corrected, added to or deleted, and printed) in the operation of personal computers and automated typewriters. Prerequisite: 13-103 or consent of the instructor.

13-329. WORD PROCESSING CONCEPTS (3)

A study of the way written communications are processed, from origination to final distribution, in offices with word processing equipment. The kinds of equipment used, problems encountered in meeting office objectives, and the changing functions and job opportunities within these offices. Prerequisite: 13-104 or consent of instructor. (Offered first semester only).

13-330. WORD PROCESSING OPERATIONS AND APPLICATION (3)

Operational skills on automatic typewriting equipment and the basic understanding needed to work in office positions utilizing the equipment. Students will meet 3 hours weekly with substantial assignments on an arranged basis. Prerequisite: 13-329. (Offered second semester only).

13-403. DIRECTED OFFICE EXPERIENCE (2)

Allows prospective business education teachers to strengthen and to coordinate learned knowledge and skills through work experience. Students are assigned to a business for a minimum of 200 hours of supervised practical experience aimed at developing desired levels of efficiency. Allows the student to apply academic concepts and skills to the business world. Seminars will be held during the semester for the presentation of oral and written reports based on the work experiences. Can be completed during the summer. Prerequisite: 13-324.

CHEMISTRY

82-100. CHEMICAL SCIENCE (4)

This course is designed primarily for future elementary school teachers. It introduces the student to the basic concepts of chemistry including atoms, radioactivity, bonding, chemical equations, solutions, acids and bases, and some aspects of organic and biochemistry. The laboratory emphasizes learning by discovery and by student-designed (or modified) experiments.

The latter part of the course is devoted to the study of chemical science as it applies to the elementary school: mini lectures, demonstrations, experiments, games, textbook and journal reviews are presented by the students. Circumstances permitting, the course ends with practice teaching at an elementary school. Computers are used as aids to instruction and as laboratory tools.

82-101, 82-102. CHEMISTRY IN SOCIETY (4 each)

A study of the fundamental principles of chemistry with particular emphasis on the role of chemistry in our culture and everyday affairs, and the benefits and costs of chemical technology. Topics to be covered include the scientific method, atomic theory, energy, natural resources, consumer products, biochemical processes, soil chemistry, toxic substances, drugs, and pollution.

82-103, 82-104. ELEMENTARY CHEMISTRY (4 each)

A study of the basic principles of chemistry directed toward a broad understanding of general, organic, and biochemistry. Emphasis on the applications of these principles and the fostering of scientific literacy leads to the coverage of topics of contemporary concern such as energy utilization, air and water pollution, synthetic materials, nutrition, and radiation biology. The laboratory provides the setting for illustrating chemical principles and developing manipulative skills. For students of home economics, hotel-motel and restaurant management, and related fields.

82-120, 82-122. COLLEGE CHEMISTRY (3 each)

An in-depth treatment of the fundamental principles of chemistry and their application to physiological, pharmaceutical, and biochemical processes. The courses 82-121 and 82-123 must be taken simultaneously with the appropriate semester of 82-120 and 82-122.

Together with 82-121 and 82-123, this course can be used to fulfill the general studies requirement of a year of laboratory science.

82-121, 82-123. COLLEGE CHEMISTRY LABORATORY (1 each)

This course introduces the student to the isolation of natural products, the synthesis of drugs, biochemical reactions, and the use of modern instrumentation for the separation and the qualitative and quantitative analysis of chemicals.

College Chemistry Laboratory must be taken simultaneously with the appropriate semester of College Chemistry (82-120 and 82-122).

82-152. BASIC BIOCHEMISTRY (3)

An introduction to the properties, behavior, and interrelationships of molecules of importance to living systems; it is a sequel to Basic Chemistry, 86-151. The level of presentation and the selection of the topics make this course particularly appropriate for students of nursing.

82-153. BASIC BIOCHEMISTRY LABORATORY (1)

This course is designed to accompany Basic Biochemistry (82-152). It introduces the student to the isolation of pure compounds from natural sources, the study of carbohydrates, proteins, lipids and enzymes, and microbial transformations of biochemicals. Corequisite: 82-152.

82-207, 82-209. GENERAL CHEMISTRY (3 each)

A first-year chemistry course for students whose major area of study is biology, chemistry, mathematics, medical technology, pre-medicine, or pre-pharmacy. Such fundamental concepts of chemistry as the structure of atoms and molecules, the nature of solids, liquids, and gases, the reactions of inorganic and organic structures, and the effects of chemicals on the environment are studied. 82-207 is offered in the fall; 82-209 in the spring. 82-208 and 82-210 are to be taken with 82-207 and 82-209 respectively. Prerequisite: High School chemistry is recommended. Corequisite: Algebra.

82-208. GENERAL CHEMISTRY LABORATORY I (1)

A laboratory course in Inorganic Qualitative Analysis, three hours per week, to be taken simultaneously with the first semester of General Chemistry 82-207.

82-210. GENERAL CHEMISTRY LABORATORY II (1)

A laboratory course in General Chemistry, three hours per week, to be taken simultaneously with the second semester of General Chemistry 82-209. The main emphasis of the course is quantitative, with experiments in synthesis, acid-base reaction, oxidation-reduction, gas evolution, and quantitative determination of unknown concentration.

82-301. INORGANIC CHEMISTRY (3)

The theoretical principles of chemical bonding and molecular structure are correlated with the chemical and physical properties of inorganic compounds. Includes covalent and ionic bonding, periodic trends, systematic study of the representative, transition, inner-transition and inert gas elements, structure determination and reaction mechanisms. Prerequisites: 82-207, 82-209.

82-308. RADIOCHEMISTRY (3)

A study of the principles underlying the nature of radioactivity and of the various chemical, biological, and industrial applications of radioisotopes. Particular emphasis is placed on factors contributing to nuclear instability, nature of the decay process, handling and measurement of radioisotopes, and the practical aspects of nuclear energy. Prerequisites: 82-207, 82-209.

82-311. CHEMICAL PHARMACOLOGY (3)

This course is an introduction to the structure, mechanisms of action, and clinical application of drugs currently in use. The emphasis is on general pharmacological principles and on a survey of a wide spectrum of agents; chemical aspects of pharmacology are stressed where they contribute significantly to the understanding of drug action. Prerequisites: one semester of anatomy/physiology and one semester of chemistry; or, permission of the instructor.

82-315, 82-316. ORGANIC CHEMISTRY (4 each)

This course is designed for students with an interest in chemistry, the life sciences, or in health related fields. It surveys the classes of organic compounds from hydrocarbons to synthetic and natural macromolecules. Attention is focused on the applications of organic chemistry to biological, medical, and energy-related problems. The laboratory features modern instrumental techniques for the separation (TLC, GC, HPLC) and characterization (IR, NMR, MS, polarimetry) of organic compounds. Prerequisites: 82-207, 82-209.

82-320. BIOCHEMICAL TECHNIQUES (2)

A laboratory course devoted to the study of the physical and chemical properties of naturally occurring substances. Experience is gained in the use of chromatography, electrophoresis, spectrophotometry, manometry, and related methods. Prerequisites: 82-329, 82-330.

82-321. ANALYTICAL CHEMISTRY (4)

The theoretical and experimental treatment of the principles of chemical equilibrium as applied to the analysis of selected inorganic and organic substances. Particular emphasis is placed on the use of volumetric, gravimetric, and colorimetric methods, along with some special techniques. Prerequisites: 82-207, 82-209.

82-322. INSTRUMENTAL ANALYSIS (4)

The principles and applications of instrumentation as a convenient and readily observable approach to analytical chemistry determinations. Includes the use of ultraviolet, visible, and infrared spectrophotometry, fluorimetry, gas chromatography, polarography, and related methods. Prerequisites: 82-207, 82-209 and 82-321.

82-325. COMPUTERS IN SCIENCE (3)

This course provides an introduction to the use of computers, particularly microcomputers, in science. Programs are written for educational use, for making scientific computations, for searching scientific databases, and for processing information obtained from interfaced and non-interfaced laboratory instruments. Commercial programs used in science education are critically evaluated. Advantage is taken of the graphics capabilities of microcomputers.

Previous experience with computers is not required but familiarity with a programming language is beneficial. Students must have completed a semester of chemistry or physics to enroll.

82-327. SOLUTION CHEMISTRY (3)

A one-semester course to be taken by the student in the sophomore or junior year. A study of the physical and chemical properties of the liquid state is pursued, with particular emphasis placed on aqueous solution.

The preparation of solutions of various concentrations is reviewed. Thermodynamics is introduced. Other major areas are acid-base theory, kinetics, equilibria between phases and electrochemistry. Prerequisites: 82-207, 82-209, 85-105.

82-328. SOLUTION CHEMISTRY LABORATORY (1)

A three-hour per week laboratory course to be taken with Solution Chemistry 82-327. Aqueous and non-aqueous solutions will be prepared, the physical and chemical properties of which will be investigated. Prerequisite: 82-327.

82-329. BIOCHEMISTRY I (3)

Biochemical Structure and Function. Initial emphasis is placed on the properties of carbohydrates, lipids and proteins and the relationship between structure and function. The special role of these biomolecules in the structure and function of biological membranes is then presented. This is followed by an introduction to enzymes and the mechanisms of enzyme action. Attention is then given to the nucleic acids and includes the genetic role, structure and replication of DNA and the role of RNA in protein synthesis. Prerequisites: 82-207 and 82-209. Recommended 81-208 and 81-209.

82-330. BIOCHEMISTRY II (3)

Basic Concepts of Metabolism. Initial emphasis is placed on the broad aspects of metabolism and includes a discussion of the energy requirements for reactions in living systems. The degradation of carbohydrates and the biochemical role of glycolysis, citric acid cycle, oxidative phosphorylation, and related pathways is then presented. This is followed by an examination of fatty acid metabolism, amino acid degradation, and selected aspects of bio-synthesis. Attention is then given to mechanisms of hormone action, transport across biological membranes, and related membrane activity. Prerequisites: 82-207 and 82-209. Recommended Biology 81-208 and 82-209.

82-331, 82-332. SEMINAR (1 each)

This course may be taken more than once for credit. The selection, organization, and presentation of topics within one's area of interest in chemistry. Topics are selected from among the current literature, review articles, and reports in scientific journals. Prerequisites: 82-207, 82-209.

82-415, 82-416. ADVANCED ORGANIC CHEMISTRY (1-3 each)

The content of the course is flexible and can be structured to meet the needs of the student. Possible orientations include: 1) a review and extension of the principles covered in "Organic Chemistry" 2) a detailed treatment of the mechanisms of organic reactions 3) a selective study of the synthesis of organic compounds and 4) molecular orbital theory and rate processes as applied to organic chemistry. Prerequisites: 82-315, 72-316.

82-427. SPECTROSCOPY (2)

A study of the classical and quantum theories of the interaction of radiation with matter, including an introduction to the Schrodinger wave equation. The absorption and emission of radiation by atoms and molecules is treated, with particular emphasis being placed on ultra-violet, visible, and infrared spectroscopy and resonance phenomena. Prerequisites: Chemistry 82-207, 82-209, 83-201, 83-202 and Math through Calculus.

82-428. THERMODYNAMICS (3)

A study of the principles underlying the content and transfer of energy in physical and chemical reactions. The classical laws of thermodynamics are introduced, and the concepts of of free energy, entropy, work, and enthalpy are defined and subjected to a careful quantitative treatment. Prerequisites: 82-207, 82-209, 83-201, 83-202 and Math through Calculus.

82-429. THERMODYNAMICS LABORATORY (1)

A three-hour per week laboratory course to be taken with 82-428 Thermodynamics. Experimental investigations of the thermodynamic properties of gaseous and liquid systems will be pursued, specifically gas density, molecular weight determination, heats of solution, heats of reaction, kinetic measurements.

82-431, 82-432. SPECIAL STUDIES (1-3 each)

An individualized program of study. Enables the student to broaden his background within a special area of interest through exposure to advanced concepts and experimental techniques. Usually includes laboratory work, literature search, and the preparation of a scientific report. By departmental permission.

COOPERATIVE TRAINING PROGRAM

24-341. TEACHING OF BRAILLE READING AND WRITING TO THE BLIND (3)

24-342. METHODS OF TEACHING BLIND CHILDREN, ELEMENTARY GRADES (3)

24-343. METHODS OF TEACHING BLIND CHILDREN, SECONDARY SCHOOL LEVEL (3)

24-408. DIRECTED TEACHING WITH DEAF CHILDREN (8)
24-409. DIRECTED TEACHING WITH BLIND CHILDREN (8)
24-453. THE TEACHING OF SPEECH TO THE DEAF (4)
24-454. THE TEACHING OF LANGUAGE TO THE DEAF (4)
24-455. COMMUNICATION WITH THE DEAF (2)

ECONOMICS

12-123. CONTEMPORARY ECONOMICS (3)

Introductory survey of issues of modern economics. Economic theory is employed in the analysis of inflation, unemployment, pollution, regulation, market structure, and related topics. Economic institutions such as corporations, banking, and government are also studied. Does not meet the general studies economic requirement for students in the Division of Business Administration who are required to take 12-206.

12-205. PRINCIPLES OF MACROECONOMICS (3)

Introduction to fundamental economics concepts including: supply and demand analysis; money, banking, government and fiscal policy with emphasis upon the level and fluctuations in income, employment and prices; economic growth; and comparative economic systems.

12-206. PRINCIPLES OF MICROECONOMICS (3)

Continuation of 12-205. Topics include: extension of supply and demand analysis, production costs and revenue analysis of firms under perfect and imperfect competition, resource markets, and international trade and finance. Selected economic problems. Prerequisite: 12-205.

12-301. INTERMEDIATE MICROECONOMICS (3)

An intermediate-level study of the behavior of consumers, firms, and resource owners. Input and output markets under perfect and imperfect competition. General equilibrium analysis and welfare economics. Prerequisite: 12-206.

12-302. INTERMEDIATE MACROECONOMICS (3)

An examination of classical, Keynesian, and monetarist theories and their application for determining the level of and changes in national income, aggregate employment, and the average price level. Prerequisite: 12-206.

12-303. MANAGERIAL ECONOMICS (3)

The application of economic tools and techniques to management decision-making. Topics include; demand, cost, and profit analysis; price and output decisions; budgeting and benefit/cost analysis; and the impact of government regulation. Case studies. Prerequisites: 12-206 and 11-224.

12-304. HISTORY OF ECONOMIC THOUGHT (3)

A study of the development of economic thought from mercantilism to the present day. Contributions of great economists to economic analysis, and their bearing on current theory and policy issues are emphasized. Prerequisite: 12-206 or 12-123.

12-305. MONEY AND BANKING (3)

Within a theoretical structure, an examination concerning the changing nature and dynamics of money and credit structures of American depository institutions, including their regulatory bodies. Application to monetary policies and their implications for stabilization and growth objectives. Prerequisite: 12-206 or 12-123.

12-310. PUBLIC FINANCE (3)

A study of government expenditures, sources and methods of taxation, economic effects of expenditures and taxes, and government debt policies. Prerequisite: 12-206.

12-320. STATE AND LOCAL GOVERNMENT FINANCE (3)

A survey of state and local public finance. Consideration of allocational and distributional consequences of government activity for local communities. Focus on the analysis of state and local government expenditure and tax programs. Prerequisite: 12-206.

12-325. INTERNATIONAL FINANCE (3)

Basic theories, problems, and policies of international finance, such as the international currency system, national income determination in an open economy, exchange rates theory, and balance of payments. Prerequisite: 12-206.

12-326. INTERNATIONAL TRADE (3)

The study of basic theories, problems, and policies of international trade, such as comparative advantage, tariff and non-tariff, protection, barriers to trade, and factor mobility. Prerequisite: 12-206.

12-350. GOVERNMENT AND BUSINESS (3)

Government control of business in the United States. The roles and responsibilities of business firms and governments in a market economy; industrial concentration; antitrust; multinational corporations; regulated industries; government promotion of business; consumer protection; and environmental regulations. Prerequisite: 12-206 or 12-123.

12-450. SEMINAR IN ECONOMICS (3)

A summation of the major themes of economic theory along with application of certain of these theories within a policy context. Prerequisites or corequisites: 12-301 and 12-302.

EDUCATION

21-095. DEVELOPING COLLEGE READING AND STUDY SKILLS (3)

This course will provide individualized instruction and practice in the improvement of various aspects of reading including comprehension, speed and college vocabulary skills. The study skills section of the course highlights through lectures and discussions such college survival skills as time management, note taking, proven learning techniques and effective test-taking strategies. Credits do not count toward fulfilling graduation requirements.

21-099. SEMINAR FOR SUCCESS (1)

The course will provide a systematic exposure to: (1) the expectations for student performance in a post secondary setting and (2) those Shepherd College services and resources which will assist the individual student in achieving academic goals. Credits do not count toward fulfilling graduation requirements.

21-200. FOUNDATIONS OF AMERICAN EDUCATION (3)

An examination of the relationship between the school as a social institution and the larger society. This is accomplished through a variety of ways, but mainly through a combination of philosophical, historical, and problem-oriented inquiry into that relationship. The assumption is that a teacher who has developed an understanding of the vital relationships between school and society is in a position to see his professional roles beyond the narrow confines of the classroom, and out of such a perspective will emerge a more sensitive and effective teacher.

21-204. HISTORY AND PHILOSOPHY OF THE MIDDLE SCHOOL (3)

An historical and philosophical analysis of American educational thought and practice relevant to the development of the Middle School. The themes of the course will center on the historical development of an educational structure and curriculum having as its focus the psychological, educational, and social needs of the emerging adolescent. The course will also examine the philosophical foundation of the Middle School.

21-300. HUMAN DEVELOPMENT (3)

A course exploring the physical and psychological variables which enter into the teaching-learning process from birth through adolescence.

21-302. EDUCATIONAL PSYCHOLOGY (3)

A course designed to acquaint the student with theories and models of learning and teaching. Emphases are placed on the generation, implementation, and evaluation of teaching strategies.

21-304. PSYCHOLOGY OF THE MIDDLE SCHOOL CHILD (3)

Designed to acquaint the in-service and pre-service teacher with the unique physiological, cognitive, and psychological nature of the middle school child. Using this information base, implications for appropriate teacher behavior, consistent with relevant learning and motivational theory, are examined. Permission of instructor.

21-305. AUDIO-VISUAL AIDS (3)

A foundation course designed to acquaint the student with the use of audio-visual aids in the chain of communications. The course content will consist of: (1) the historical, philosophical, and psychological reasons for the use of audio-visual aids; (2) production and use of audio-visual aids; and (3) operating the audio-visual hardware.

21-306. K-4 FIELD EXPERIENCE (2)

This is the initial field experience course in the elementary education student's curriculum, and the final field experience in the K-12 Art, Music, Health or Physical Education student's program. An on-campus seminar accompanies the field work. Students must schedule a block of time each week to accommodate their public school assignment. Prerequisites: 21-300 and 21-302, or permission.

21-307. 5-8 FIELD EXPERIENCE (2)

All students seeking certification in grades 5-8 take this field experience course as their second field experience. An on-campus seminar accompanies the field work. Students must schedule a block of time each week to accommodate their public school assignment. Prerequisites: 21-300, 21-302, and 21-306 or 21-308.

21-308. 9-12 FIELD EXPERIENCE (2)

This is the initial field experience course for all students seeking certification in grades 9-12 and/or K-12. An on-campus seminar accompanies the field work. Students must schedule a block of time each week to accommodate their public school assignment. Prerequisites: 21-300 and 21-302, or permission.

21-310. EDUCATIONAL SOCIOLOGY (3)

Designed to acquaint the student with education as a distinctly social phenomenon subject to objective scientific analysis. A sociological perspective on education requires that the student "step back" from that which he is examining, set aside his personal and cultural biases, and take a long, hard look at the phenomenon of education.

21-314. FOUNDATIONS OF EARLY EDUCATION (3)

A course designed to acquaint students with historic background and modern-day trends relative to the aims and content of curriculum in Early Education.

21-316. METHODS IN SCIENCE AND MATHEMATICS (2)

Part of the professional program developed to provide opportunities to acquire knowledge and skills necessary to the teaching profession in these support areas. Prerequisites: 21-300.

21-317. METHODS IN SOCIAL STUDIES (2)

Part of the professional program developed to provide opportunities to acquire knowledge and skills necessary to the teaching profession in these support areas. Two hours per week will be used in a seminar class designed to orient the student to the teaching experience and provide instruction in materials and methods in the teaching of social studies. Prerequisites: 21-300.

21-319. MIDDLE SCHOOL CURRICULUM (3)

A course designed to acquaint the student with the relationship between the unique needs of the transescent child and the schooling process. Included are such variables as the nature of knowledge, of the learner, and the schooling process. Other variables included are related to content learning.

21-330. K-4 FIELD EXPERIENCE II (2)

An optional field experience course in grade levels K through 4 for education majors. Students must schedule a block of time each week to accommodate their public school classroom assignment. Prerequisites: 21-300, 21-302, and all required field experience courses.

21-331. 9-12 FIELD EXPERIENCE II (2)

An optional field experience course in grade levels 9 through 12 for education majors. Students must schedule a block of time each week to accommodate their public school classroom assignment. Prerequisites: 21-300, 21-302, and all required field experience courses.

21-360. SURVEY OF EXCEPTIONAL CHILDREN (3)

A course to familiarize the student with the nature, etiology, specific characteristics, and needs of the exceptional child. The course is designed to meet basic certification requirements in those states that require a minimum of three hours of course work in Special Education in order to be certified. It is equally relevant to Early Education, Elementary Education, Secondary Education, Therapeutic Recreation, Psychology, and Nursing.

21-400. INSTRUCTIONAL STRATEGIES IN EARLY EDUCATION (3)

A course designed to provide students with instructional strategies and materials appropriate to instruction in a variety of Early Education environments. Prerequisites: 21-300.

21-401. CLINICAL EXPERIENCES IN EARLY EDUCATION (3)

Clinical experiences necessary to the practical application of those approaches unique to Early Education. Prerequisites: 21-300.

21-402. GENERAL METHODS IN ELEMENTARY EDUCATION, K-4, 5-8 (3)

Taken concurrently with Directed Teaching. It is taught intensively during the first 10-12 days of each semester and then continues throughout the semester in seminars for students in their fulltime clinical experience. Prerequisites: Admission to the Professional Block.

21-404. PRINCIPLES AND PRACTICES OF SECONDARY EDUCATION, GRADES K-4, 5-8, 9-12 (3)

Provides the student with a background in the theory of Secondary Education which will correlate principles and techniques of teaching in secondary schools with the actual practices in current use. Introduces lesson and unit planning and a variety of methods of teaching including lecturing, discussion techniques, group dynamics, assignments, reviews and drills. Classroom routines, homeroom activities, record keeping, and extracurricular programs are considered. The course attempts to show the interrelationships of various disciplinary areas and how each subject matter teacher is a member of an interacting team. Frequent visits to public schools keep the student aware of the realities inherent in the classroom situation. A number of class sessions will be devoted to how the secondary teacher can aid and assist students in improving their reading skills. Prerequisites: Admission to the Professional Block.

21-407. GENERAL METHODS: MIDDLE SCHOOL (3)

Taken concurrently with Directed Teaching as part of the professional block. It is taught intensively during the first 11-12 days of each semester and continues through weekly seminars that are part of the Directed Teaching experience. Prerequisites: Admission to the Professional Block.

21-408. PROBLEMS IN ELEMENTARY EDUCATION (1-6)

Designed primarily for in-service elementary school teachers in need of completing requirements for certification. Specific objectives will be decided upon with individual participants. Prerequisites and corequisites are dependent upon the participants' individual academic program. Permission of Education Division Chairman.

21-409. PROBLEMS IN SECONDARY EDUCATION (1-6)

Recommended for in-service secondary teachers. Specific objectives will be worked out with the participants, who will choose the area in which they wish to work either individually or with a group. General and specific methods, materials of instruction, guidance and other items related to the field of secondary education will be taken up as a workshop experience. Prerequisite: Permission of Education Division Chairman.

21-416. PSYCHOEDUCATIONAL APPRAISAL AND EDUCATIONAL PLANNING (3)

Designed to provide appraisal and planning skills to persons who may be involved with planning for the needs of exceptional children. Teaches a wide range of non-restrictive test instruments. Permission of instructor.

21-418. A COMPARATIVE HISTORY OF CHILDHOOD AND ADOLESCENCE SINCE 1500 (3)

The course will provide an intellectual appreciation of the evolution of concepts of childhood and adolescence in a historical context and serve to help students understand children and adolescents in contemporary American society.

21-420. SPECIAL METHODS OF TEACHING MATHEMATICS (3)

A special methods course for secondary education majors in Mathematics. An in-depth study of special methods, curriculum, problems, and techniques involved in mathematics instruction. Prerequisites: 21-300, 21-302.

21-421. SPECIAL METHODS OF TEACHING ENGLISH (3)

Current approaches in the teaching of English in the secondary school. Topics include basic teaching procedures and approaches in composition, literature, and grammar; the secondary reading program; critical examination of recent texts; educational media in the field of language arts instruction; materials of instruction. Prerequisites: 21-300, 21-302.

21-422. SPECIAL METHODS OF TEACHING SOCIAL STUDIES (3)

Designed to acquaint the student with the philosophy, aims, and methods of teaching social studies in the secondary school. Prerequisites: 21-300, 21-302.

21-423. SPECIAL METHODS OF TEACHING SCIENCE (3)

Inquiry approach to teaching science is the major thrust of this course. The student is introduced to or reacquainted with the objectives of secondary school science and how the inquiry method of teaching meets these objectives. Some time is spent identifying those cognitive and psychomotor skills that are important in the sciences, and the affective behaviors science education aims to develop. Students examine and evaluate current secondary science curricula and prepare a unit stressing inquiry teaching. To focus attention on specific problems in secondary school science teaching, role playing is often employed. The culminating activity is the development and teaching of a "lesson" from the unit prepared. Throughout the course special emphasis is placed on media, safety, and science classroom-laboratory management. This course is not taught every semester. Students should check in advance with division chairman. Prerequisites: 21-300, 21-302.

21-426. SPECIAL METHODS OF TEACHING MUSIC (3)

A course designed to aid the participants in constructing a working philosophy of music in the schools in which all music activities and courses can be viewed in proper perspective. In addition, emphasis is placed on the refining of known skills as applicable to the means by which music objectives can be realized; developing and administering the band and choral programs along with instrumental and vocal techniques; conducting such specialized music courses as music theory, history, and music appreciation; and examining appropriate teaching materials. Prerequisites: 21-300, 21-302, 32-227, and 32-325.

21-427. SPECIAL METHODS OF TEACHING ART (3)

A course designed to acquaint the student with the nature of teaching art on the secondary level. The course covers the objectives of secondary art education, the psychology of perception and learning as it applies to art, current philosophical positions in art education and recent research within the field. Prerequisites: 21-300, 21-302.

21-428. SPECIAL METHODS OF TEACHING HOME ECONOMICS (4)

Current approaches to dealing with the problems directly related to teaching, beginning with the philosophy and objectives of home economics education and continuing through methods and techniques of developing the objectives and evaluating their results. Prerequisites: 21-300, 21-302.

21-429. CONTINUING EDUCATION IN HOME ECONOMICS (2)

A study of the philosophy, promotion, organization, methods and techniques of working with out-of-school groups. Each student will participate in teaching an adult group. Prerequisites: 21-300, 21-302.

21-430. SPECIAL METHODS OF TEACHING BUSINESS EDUCATION (3)

A course designed to acquaint the pre-service teacher with methods and techniques for teaching business subjects. Attention is given to the formulation of instructional objectives and to problems which might arise in the field. The course is taken prior to or concurrently with student teaching. Prerequisites: Minimum of 20 hours credit from courses required in the teaching field, 21-300, 21-302. As this course is not taught every semester, students should check with the division chairman.

21-431. SPECIAL METHODS OF TEACHING PHYSICAL EDUCATION AND SAFETY IN THE ELEMENTARY AND SECONDARY SCHOOLS (3)

Designed to enable the student to apply the fundamental principles of learning and teaching in the areas of physical education and safety at the elementary and secondary levels. A Field Experience in an area public school is required. Students must insure an open block of 3 hours per week in their schedule to allow for assignment to a public school. This course is taken prior to student teaching. Prerequisites: Minimum of 20 hours credit from courses required in teaching field, 21-300, 21-302.

21-432. SPECIAL METHODS OF TEACHING HEALTH EDUCATION IN THE ELEMENTARY AND SECONDARY SCHOOLS (3)

Designed to develop effective and current instructional strategies in the cognitive, affective, and psychomotor domains of learning for the physical, emotional, and social dimensions of health at the elementary and secondary levels. This course is taken prior to student teaching. Prerequisites: Minimum of 20 hours credit from courses required in teaching field, 21-300, 21-302, 41-103, 41-360, 41-370.

21-442. READING AND LANGUAGE ARTS (3)

Methods, materials, and techniques for teaching reading and language arts in the classroom. Prerequisite: 21-300.

21-443. READING IN CONTENT AREAS (3)

A course concentrating on reading instruction in the content areas of the curriculum. Attention is given to the identification of the special reading abilities required in subject matter areas. Prerequisite: Permission of instructor.

21-444. DIAGNOSTIC AND PRESCRIPTIVE READING (3)

A course which provides basic information essential to individualized prescriptive instruction in reading. Prerequisite: Permission of the instructor.

21-445. THE TEACHING OF READING (3)

A basic course in methods, materials, and techniques fundamental to developmental reading instruction at the elementary and secondary level. Prerequisite: 21-300.

21-447. CLINICAL READING (4)

A course concentrating on identification, diagnosis, and specialized instruction of specific reading problems. Field experience is built into the requirement. Students must set aside 2 hours per week for the field experience. Prerequisite: Permission of instructor.

21-450. DIRECTED TEACHING, ELEMENTARY SCHOOL GRADES**K-4, 5-8 (6)**

Provides an in-depth clinical experience in the public school, at the appropriate grade level, under the supervision of experienced personnel. Prerequisite: Acceptance into the Professional Block.

21-453. DIRECTED TEACHING, GRADES 5-8 (3)

Provides an in-depth clinical experience in the public school, at the appropriate grade level, under the supervision of experienced personnel. The extended immersion in the program of the middle school provides the student opportunities to test knowledge of the subject areas chosen, and to gain competence in the teaching skills. Prerequisite: Acceptance into the Professional Block.

21-455. DIRECTED TEACHING, GRADES K-4, 5-8, 9-12 (6)

Limited to those students in the K-12 programs of Physical Education, Art, and Music. Gives insight, through study and observation, and provides skill, through planning and teaching, to enable the graduates to handle successfully all types of teaching situations in secondary, middle, and elementary schools. Prerequisite: Acceptance into the Professional Block.

21-456. DIRECTED TEACHING, GRADES 5-8, 9-12 (6)

Gives insight, through study and observation, and provides skill, through planning and teaching, to enable the graduates to handle successfully all types of teaching situations in middle and secondary schools. Prerequisite: Acceptance into the Professional Block.

21-457. DIRECTED TEACHING, GRADES 9-12 (6)

Gives insight, through study and observation, and provides skill, through planning and teaching, to enable the graduates to handle successfully all types of teaching situations in secondary schools. Prerequisite: Acceptance into the Professional Block.

ENGINEERING

Engineering courses are open only to students admitted to the Engineering Transfer Program, unless permission is obtained from the Director of Engineering.

89-101. INTRODUCTION TO ENGINEERING DESIGN (3)

Introduction to the concepts of design (analysis, synthesis, evaluation), conservation of energy, calculation techniques, and BASIC programming. 2 hour recitation. 3 hour lab.

89-102. ENGINEERING COMPUTER APPLICATIONS (3)

FORTRAN programming and solution of problems drawn from the various engineering disciplines. Prerequisite: 89-101. Corequisite: 85-207.

89-221. INTRODUCTION TO ELECTRICAL ENGINEERING (4)

Electrical engineering units, circuit elements, circuit laws, measurement principles, mesh and node equations, network theorems, energy storage elements, RC & RL circuits, unit step response, second order circuits. 3 hours recitation, 3 hour lab. Prerequisites: 89-102 and 85-207.

89-224. ELECTRICAL CIRCUITS (4)

Introduction to network analysis. Sinusoidal (AC) steady state, average and RMS values, phasors, polyphase systems, complex frequency, network frequency response, two port networks and transformers, Fourier methods and Laplace Transforms. 3 hours recitation, 3 hour Lab. Prerequisites: 89-221 and 85-208.

89-241. ENGINEERING STATICS (3)

Engineering applications of equilibrium of forces. Vector operations, couple and moment of force, resultants (2 and 3 dimensions), center of gravity and center of pressure, static friction, free-body diagrams, equilibrium trusses and frames. Prerequisite: 89-101. Corequisite: 85-207.

89-242. ENGINEERING DYNAMICS (3)

Newtonian dynamics of particles and rigid bodies. Engineering applications of equations of motion, work and energy, conservative forces, impulse and momentum, impulsive forces, acceleration in several coordinate systems, relative motion. Prerequisites: 89-241 and 85-207.

89-243. ENGINEERING MECHANICS OF MATERIALS (3)

Analysis of stress, deformation, and failure of solid bodies under the action of forces. Internal force resultants, stress, strain, Mohr's Circle, mechanical properties of engineering materials, generalized Hooke's Law, analysis of axial, bending and buckling loads, and combinations. Prerequisites: 89-241 and 85-207.

ENGLISH

The following are courses in English Composition:

60-010. BASIC WRITING (3)

(Credits do not count toward fulfilling graduation requirements.) The course will provide instruction and practice in writing clear, concise, and effective expository paragraphs. Particular emphasis will be given to the way the student performs the writing process. Additional work in mechanics and grammar will be offered to designated students on an individualized basis.

60-100. FUNDAMENTALS OF GRAMMAR (3)

A basic study and review of English mechanics and grammar, including basic sentence units, sentence structure, sentence variety, recognition and avoidance of common grammatical errors, and graphics, designed to prepare students to express themselves directly and effectively.

60-101. WRITTEN ENGLISH (3)

A study of the major types of expository writing; writing compositions developed by prescribed rhetorical modes. Prerequisite: satisfactory score on the English Placement Examination or the earning of a passing grade in English 100. Prerequisite to all other English courses.

60-102. WRITTEN ENGLISH (3)

A continuation of 60-101, with an introduction to literary types; extensive practice in various kinds of expository and critical writing with emphasis on the research paper. Prerequisite: English 60-101. Prerequisite to all other English courses.

60-331. MODERN GRAMMAR (3)

A study of both descriptive grammar and transformational grammar as a basis for critical reading and effective speaking and writing. Prerequisites: 60-101 and 60-102.

60-332. ADVANCED COMPOSITION (3)

A study of techniques and extensive practice in informative, persuasive, and contemplative writing. Prerequisites: 60-101 and 60-102.

60-362. CREATIVE WRITING (3)

An applied study of basic stylistic and structural techniques characteristic of various forms of imaginative writing, analyzed in selected models, with particular emphasis given to a guided, constructive criticism of student writing submitted for class discussion. Consent of the instructor necessary for admission. Prerequisites: 60-101 and 60-102; 60-332 for non-liberal arts majors.

60-405. HISTORY OF THE ENGLISH LANGUAGE (3)

A study of modern English and its heritage, with emphasis on American English. Prerequisites: 60-101, 60-102 and 61-210 or 61-211.

60-438. SEMINAR IN GRAMMAR (1)

The student marks for correction freshman exercises and compositions under the supervision of a member of the English staff. Prerequisite: junior or senior rank, successful completion of 60-331 and 60-332 and permission of instructor.

60-439. SEMINAR IN GRAMMAR (1)

The student marks for correction freshman compositions under the supervision of a member of the English staff. Prerequisite: junior or senior rank, successful completion of 60-331 and 60-332, and permission of instructor.

60-440. SEMINAR IN GRAMMAR (1)

The student marks for correction freshman compositions under the supervision of a member of the English staff. Prerequisite: junior or senior rank, successful completion of 60-331 and 60-332, and permission of instructor.

LITERATURE

The following are courses in Literature:

61-202. BACKGROUNDS OF LITERATURE (3)

A study of all forms of children's literature, with emphasis on laying foundations for life-long enjoyment of literature, giving instruction and practice in story-telling, and establishing criteria and resources for book selection. Only candidates for the degree of Bachelor of Arts in Elementary Education and students with a minor or teaching field in Library Science may enroll in this course. Students in Secondary Education may, with the permission of the division chairman, take this course as an elective. Prerequisites: 60-101 and 60-102.

61-204. SURVEY OF AMERICAN LITERATURE (3)

A critical study of representative writers and works from the Colonial Period to the present, with particular emphasis on the relationship of American literature to specific authors and works in World Literature. Prerequisites: 60-101 and 60-102.

61-210. SURVEY OF ENGLISH LITERATURE (3)

A survey of major works of poetry and prose of the British literary tradition (Module A: *Beowulf*, Chaucer, *Sir Gawain and the Green Knight*; Module B: Milton, Dryden, Swift, Pope, Johnson; Module C: Carlyle, Tennyson, Browning, Arnold, Hardy, Hopkins, Conrad). The relationship of English Literature to specific authors and works in World Literature is emphasized. Prerequisites: 60-101 and 60-102.

61-211. SURVEY OF ENGLISH LITERATURE (3)

A survey of major works of poetry and prose of the British literary tradition (Module A: Spenser, Shakespeare, Donne, Jonson; Module B: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats; Module C: Yeats, Joyce, Lawrence, Eliot, Beckett, Auden). The relationship of English literature to specific authors and works in World Literature is emphasized. Prerequisites: 60-101 and 60-102.

61-300. MYTHOLOGY (3)

Emphasis will be on Greek, Roman, and Norse mythology and their influence on English and American writers. Various examples of Greek and Roman literature will be read in translation. Prerequisites: 60-101 and 60-102.

61-301. SHORT STORY (3)

A careful reading and discussion of selected short stories with the dual purpose of developing the student's critical appreciation and acquainting him with the nature and development of the short story form. Prerequisites: 60-101 and 60-102.

61-302. CONTEMPORARY AMERICAN LITERATURE (3)

A study of American fiction and poetry from the Second World War to the present. Prose selections range from Salinger to Vonnegut; poetry selections range from Roethke to Merwin. Black authors and song lyrics are included. Prerequisites: 60-101, 60-102 and 61-204.

61-303. SHAKESPEARE (3)

A study of selected plays and the sonnets. Minor emphasis on Shakespeare's biography and Elizabethan background. Prerequisites: 60-101, 60-102, and 61-210 or 61-211.

61-305. MODERN DRAMATIC LITERATURE (3)

A study of the drama from Ibsen to the present day. Representative plays from Europe, Britain, and America will be read and critically interpreted. The cultural and intellectual background of modern American theatre will be studied. Prerequisites: 60-101 and 60-102.

61-307. ADOLESCENT LITERATURE (3)

A study of adolescent literature including mythology, poetry, fiction, and drama, laying the foundations for a life-long enjoyment of literature, giving instruction and practice in the reading and interpretation of literature, and establishing criteria and resources for book selection.

61-308. BIBLE AS LITERATURE (3)

A study of the various types of literature found in the Bible. Prerequisites: 60-101 and 60-102.

61-310. AMERICAN LITERATURE (3)

An in-depth study of major American writers of the nineteenth and twentieth centuries with primary emphasis on the artistic achievements of each figure. Some attention also is given to the development of characteristically American philosophical and social concepts as these are evidenced in the works being discussed. Prerequisites: 60-101, 60-102 and 61-204.

61-312. AMERICAN ETHNIC LITERATURE (3)

A study of the literature of various American ethnic groups, with emphasis on Indian (native American) and Afro-American literature, but with considerable attention given to the writings of other groups. Literary concerns are stressed, but the course also is designed to reveal unique as well as universal human and social dimensions in the various ethnic experiences.

61-313. WORLD LITERATURE (3)

Selections from masterpieces of Continental literature in translation, with special emphasis upon classical, Medieval, and Renaissance elements in the development of western literature and thought. Prerequisites: 60-101 and 60-102.

61-314. WORLD LITERATURE (3)

Selections from masterpieces of Continental literature in translation, with special emphasis upon Neoclassical, Romantic, and Realistic elements in the development of European and Russian literature of the 17th, 18th, and 19th centuries. Prerequisites: 60-101 and 60-102.

61-315. THE ENGLISH NOVEL (3)

The course traces the development of the English novel through the works of major novelists of the eighteenth and nineteenth centuries. Prerequisites: 60-101, 60-102 and 61-210 or 61-211.

61-316. VICTORIAN LITERATURE (3)

A study of representative selections from the major poets and prose writers of the period. The thought, content, and literary form of the selections are emphasized. Attention is given to their reflection of the chief cultural and intellectual currents of the political and social history of the era. Prerequisites: 60-101, 60-102, and 61-210 or 61-211.

61-317. ROMANTIC LITERATURE (3)

A study of the major writers of English Romanticism, with primary emphasis on the works themselves, but with some attention to the historical and intellectual backgrounds. Prerequisites: 60-101, 60-102 and 61-210 or 61-211.

61-321. EIGHTEENTH CENTURY ENGLISH LITERATURE (3)

A study of selections from the principal writers of the period, including Dryden, Pope, Swift, Jonson, Boswell, and Gray. Some attention is given to biography and historical background. Prerequisites: 60-101, 60-102, and 61-210 or 61-211.

61-360. AMERICAN FICTION (3)

Primarily a study of the American novel to the First World War, although key shorter works also may be included. The fiction of major nineteenth and early twentieth-century writers is discussed in its artistic, intellectual, and social significance. Prerequisites: 60-101, 60-102, and 61-204.

61-361. AMERICAN POETRY (3)

A critical and historical study of the works of major American poets, from the Puritan period to the modern era, with attention given to significant lesser-known poets and to ethnic poetry. Prerequisites: 60-101, 60-102, and 61-204.

61-405. SEMINAR IN LITERATURE (3)

A seminar course focusing on a literary genre, movement, period, or figure chosen by the Division Chairman and the instructor involved. The student is expected to attend regular meetings of the seminar, participate in open discussions, and present a series of short written or oral reports related to the topic chosen for study. In addition, the student is expected to submit a major documented paper which individually investigates some aspect of the subject matter of the course as a whole. In addition to 61-405, students also may take 61-406 and/or 61-407 and receive three hours credit for each course in which they enroll. No one of this group of courses is a prerequisite for the other two, but permission of the instructor is necessary for admission. Prerequisites: 60-101 and 60-102.

61-406. SEMINAR IN LITERATURE (3)

A seminar course with the same format and requirements as 61-405 but focusing on a different literary genre, movement, period, or figure chosen by the Division Chairman and the instructor involved. In addition to 61-406, students also may take 61-405 and/or 61-407 and receive three hours credit for each course in which they enroll. No one of this group of courses is a prerequisite for the other two, but permission of the instructor is necessary for admission. Prerequisites: 60-101 and 60-102.

61-407. SEMINAR IN LITERATURE (3)

A seminar course with the same format and requirements as 61-405 but focusing on a different literary genre, movement, period, or figure chosen by the Division Chairman and the instructor involved. In addition to 61-407, students also may take 61-405 and/or 61-406 and receive three hours credit for each course in which they enroll. No one of this group of courses is a prerequisite for the other two, but permission of the instructor is necessary for admission. Prerequisites: 60-101 and 60-102.

61-420. THE MODERN NOVEL (3)

A study of representative American, British, and European novelists of the 20th century, designed to acquaint the students with the themes, techniques, and artistic problems of the modern novel, and the relationship of the latter to the basic issues and concerns of modern man. Prerequisites: 60-101 and 60-102.

61-430. CHAUCER (3)

A study of Chaucer's language and art as they are revealed in his works, primarily in *Troilus and Criseyde* and *The Canterbury Tales*. Prerequisites: 60-101, 60-102, and 61-210 or 61-211.

61-435. MILTON (3)

A study of selections from Stuart and Commonwealth verse, Donne, and Milton, viewed against their literary and historical background. Chief emphasis is on Milton's lyric and epic poems. Prerequisites: 60-101, 60-102, and 61-210 or 61-211.

61-441. INDEPENDENT STUDY IN ENGLISH (1-3)

See Independent Study Program. Prerequisite: Six hours of advanced work in English. (The following literature courses may be offered if there is sufficient demand: Early Dramatic Literature, Literature of the English Renaissance, Poetry, Great Books, Elizabethan Drama, and Literary Criticism.)

FIRE SERVICE AND SAFETY TECHNOLOGY

88-101. INTRODUCTION TO FIRE SERVICE (3)

A basic survey of fire service and fire protection; fire loss analysis; and specific fire protection functions including fire school exercises.

88-102. FIRE PREVENTION (3)

Organization and function of fire prevention; inspections, surveying, and mapping procedures; recognition of fire and life hazards; engineering a solution of a fire hazard; enforcing the solution of a fire hazard; public relations as affected by fire prevention.

88-113. GENERAL PHYSICAL SCIENCE (FIRE SERVICE AND SAFETY TECHNOLOGY) (3)

A fundamental survey of physics and chemistry with special emphasis on practical applications in fire prevention, fire hazards, and fire suppression.

88-201. STRUCTURAL DESIGN AND BUILDING CODES (3)

Fundamentals of building construction as it relates to fire protection. Classification by occupancy and types of construction with emphasis on fire protection features including: building, equipment, facilities, fire resistive materials and high rise considerations; study of building codes applicable to fire prevention and principles and practices used in various types of building materials.

88-202. FLAMMABLE AND EXPLOSIVE MATERIALS. (3)

An introduction to the properties of flammable and explosive materials and the special treatment they must be given in storage, in use, and in emergency situations.

88-203. EMERGENCY AND RESCUE OPERATIONS (3)

Survey of operational procedures, personnel requirements, and specialized equipment as related to emergency and rescue operation. Legal aspects of problem situations. Management of public in emergencies.

88-212. TOXIC, CORROSIVE, AND RADIOACTIVE MATERIALS (3)

An introduction to the properties of toxic, corrosive, and radioactive materials and the special treatment they must be given in storage, in use, and in emergency situations.

88-250. EMT (4)

A course in emergency care and transportation of the sick and injured. Instruction includes a program of study prepared by the American Academy of Orthopedic Surgeons and prepares students to become emergency medical technicians certified by the State of West Virginia.

88-261. INTRODUCTION TO PARAMEDICAL PRACTICE (3)

Introduction to the role and responsibility of the Mobile Intensive Care Paramedic. Knowledge of human systems acquired in the E.M.T. course is reviewed and expanded with emphasis placed on patient assessment. (Includes information outlined in the U.S. Dept. of Transportation's "Curriculum for Emergency Medical Technician-Paramedic, Modules I & II.") Course includes clinical practicum. Prerequisite: E.M.T. certification, one year's experience in the delivery of emergency medical care, American Heart Association certification as an Instructor in Basic Cardiac Life Support, consent of Coordinator of E.M.S. Education.

88-262. INTRODUCTION TO FLUID AND DRUG THERAPY IN PREHOSPITAL EMERGENCY CARE (4)

Basic concepts of fluid and electrolyte balance and human physiology are explored in relationship to therapeutic fluid and drug modalities utilized in the delivery of prehospital emergency care. Emphasis is placed on safe usage of fluid and drug therapies. (U.S. D.O.T. Curriculum, Modules III & IV.) Course includes clinical practicum. Corequisite: 88-261.

88-263. PREHOSPITAL MANAGEMENT OF RESPIRATORY EMERGENCIES (3)

An overview of respiratory anatomy and physiology, and the pathophysiology and management techniques of conditions resulting in respiratory distress. (U.S. D.O.T. Curriculum, Module V.) Course includes clinical practicum. Corequisite: 88-261, 88-262.

88-264. PREHOSPITAL MANAGEMENT OF CARDIOVASCULAR EMERGENCIES (5)

An overview of cardiovascular anatomy and physiology, and the pathophysiology and management techniques of conditions resulting in cardiovascular embarrassment. (U.S. D.O.T. Curriculum, Modules VI & XV.) Course includes clinical practicum. Corequisite: 88-261, 88-262 88-263.

88-265. PREHOSPITAL MANAGEMENT OF NEUROLOGICAL, SOFT-TISSUE, AND MUSCULO-SKELETAL EMERGENCIES (4)

An overview of neurological and musculo-skeletal anatomy and physiology, and the pathophysiology and management techniques of frequently encountered emergencies involving these systems. The management of soft-tissue injuries also is discussed. (U.S. D.O.T. Curriculum, Modules VII, VIII, & IX.) Course includes clinical practicum. Prerequisites: All lower-numbered paramedic courses and consent of Coordinator of E.M.S. Education.

88-266. PREHOSPITAL MANAGEMENT OF MEDICAL AND BEHAVIORAL EMERGENCIES (4)

A variety of medical and behavioral emergency conditions are explored in conjunction with the advanced therapeutic techniques respectively appropriate for prehospital intervention. (U.S. D.O.T Curriculum, Modules X & XIII.) Course includes clinical practicum. Prerequisites: 88-261, 88-262, 88-263, 88-264, and consent of Coordinator of E.M.S. Education.

88-267. PREHOSPITAL MANAGEMENT OF OB-GYN AND PEDIATRIC EMERGENCIES (3)

An overview of advanced intervention techniques useful in dealing with the special emergency care needs of Ob-Gyn and Pediatric patients. (U.S. D.O.T. Curriculum, Modules XI & XII.) Course includes clinical practicum. Prerequisites: 88-261, 88-262, 88-263, 88-264, and consent of Coordinator of E.M.S. Education.

88-268. SURVEY OF RESCUE TECHNIQUES FOR PARAMEDICS (4)

An overview of basic rescue skills frequently required of the practicing paramedic. Emphasis is placed on the acquisition of technical skills needed to effect safe rescues from hazardous environments, both natural and man-made. (U.S. D.O.T. Curriculum, Module XIV.) Course includes laboratory practicum. Prerequisite: Consent of Coordinator of E.M.S. Education.

88-301. FIRE COMPANY ADMINISTRATION (3)

An exploration of organization principles with emphasis on fire department organization; a study of the history, types, methods, and principles of fire department organization, both formal and informal, line and staff. Emphasis on supervisory responsibilities and functions.

88-302. TACTICS AND STRATEGY OF FIRE SUPPRESSION (3)

Concepts involved in fire suppression including fire behavior, principles of fire fighting as applied to small and large scale fires, problems involving the use of tactics, strategy, and employment of equipment and manpower.

88-303. FIRE INVESTIGATION (3)

An introduction to the methods by which the causes of fires may be determined. The analysis of fire debris with the determination of origin of the fire as the objective and the collection, preservation and presentation of evidence will be stressed. Special emphasis will be placed on arson detection.

88-304. FIRE-FIGHTING WATER CONTROL (3)

A study of water handling facilities utilizing practical examples of water flow capabilities, pump operations, and hose streams. Applied hydraulics.

88-311. THE INDUSTRIAL FIRE BRIGADE (3)

An introduction to the organizing, equipping, and training of fire suppression teams within institutions and factories, etc. Maintaining and improving the efficiency of such teams and coordination of their assignments with the efforts of fire companies will be emphasized.

88-312. OSHA I (3)

A survey of the regulations rising from the Occupational Safety and Health Act.

88-313. AUTOMATED PROTECTION SYSTEMS (3)

A survey of all types of structurally built-in detection and fire suppression systems including electrical, electronic and sprinkler systems, among others.

88-350. PRACTICUM I (1)

An individualized set of field experiences. The students engage in on-the-site activities of a practical nature. Activities are under the supervision of trained personnel and include such activities as building code inspection, emergency dispatcher observation, and fire service duty.

88-351. PRACTICUM II (1)

Additional field activity.

88-390. SPECIAL TOPICS (1-4)

Devoted to topics of special concern because of current problems, special interest groups or individual interests and abilities. May be repeated for additional credits.

FRENCH

64-101. ELEMENTARY FRENCH (3)

The study of the fundamentals of the French Language, with stress on pattern exercises, questions and answers, readings and retellings of stories and French dialogue; also stress in pronunciation during classes, and listening during required laboratory hours to French tapes.

64-102. ELEMENTARY FRENCH (3)

A continuation of 64-101. Independent story telling in French, also extensive study of regular and irregular verbs, idioms and reading in French prose. Prerequisite: 64-101.

64-203. INTERMEDIATE FRENCH (3)

Review of French grammar, verbs and idioms; stress on pattern exercises in French; reading and retelling of simple French stories. Prerequisites: 64-101 and 64-102.

64-204. INTERMEDIATE FRENCH (3)

A continuation of 64-203. Grammar reviews and pattern exercises supplemented with translations, readings and conversations in French. Prerequisites: 64-101, 64-102, and 64-203.

64-303. SURVEY OF FRENCH LITERATURE (3)

The chief periods, authors and works of French literature from the Serments de Strasbourg to 1700. Prerequisites: 64-101 and 64-102 and consent of instructor.

64-304. SURVEY OF FRENCH LITERATURE (3)

A continuation of 64-303 with a stress on the major writers and literary movements from 1700 to the present day. Prerequisites: 64-101 and 64-102 and consent of instructor.

64-401. ADVANCED GRAMMAR AND COMPOSITION (3)

An analytical study of the essential modern French forms of expression. Much emphasis is put on French syntax and its usage. The techniques of the best French writers are examined. Many themes on various topics have to be written. Prerequisites: 64-101, 64-102, 64-203 and 64-204.

64-402. APPLIED LINGUISTICS IN ORAL FRENCH (3)

The pronunciation of French vowels, diphthongs, consonants, words and word groups. Selections of prose and poetry are read to perfect articulation and intonation. Prerequisites: 64-101, 64-102, 64-203 and 64-204.

64-403. ADVANCED FRENCH CONVERSATION (3)

Organized practice in oral French. Intensive study of idiomatic expressions. Oral reports on everyday topics and on selected readings. Laboratory work. Prerequisites: 64-101, 64-102, 64-203 and 64-204.

64-404. FRENCH CIVILIZATION AND CULTURE (3)

The formation of the French nationality. The geography, architecture, literature, music, science, education, and political administration of France, Prerequisites: 64-101 and 64-102.

64-419. INDEPENDENT STUDY IN FRENCH (1-3)

GENERAL SCIENCE

84-103. GENERAL PHYSICAL SCIENCE (4)

A survey course designed to explore the major physical phenomena in the natural sciences, encompassing a study of motion, energy, electromagnetism, waves (light and sound) and atomic and nuclear physics. The course will meet in three one-hour and one two-hour sessions.

84-104. GENERAL PHYSICAL SCIENCE (4)

A survey course in physical science encompassing astronomy, meteorology, and geology. The principles and applications presented are characteristic of introductory courses in those separate areas. Scientific approaches to problem solving and the interdependency of the areas of science are emphasized. Three single periods and one double period per week.

84-105. SCIENCE OF SOUND AND HI-FIDELITY (3)

Reviews elementary hi-fidelity systems which require a knowledge and synthesis of physical concepts from the areas of mechanics, heat, electricity, magnetism, waves, and sound. Properties of sound waves as they relate to characteristics of music are studied extensively with emphasis on demonstrations. A primary objective is to familiarize the student with the technical specifications of hi-fi equipment and to determine how the related specifications affect the fidelity of a sound reproduction system.

84-106. SCIENCE OF SOUND AND HI-FIDELITY LAB (1)

A two-hour per week laboratory course. Among the laboratory experiments included will be those involving the observation and measurement of the properties of loudspeakers and power transistors. Prerequisite: Permission of instructor if not taking 84-105 concurrently.

84-108. DEVELOPMENT OF SCIENCE (1)

Designed to provide the students who have chosen the natural sciences as a field of study an opportunity to develop a more complete and accurate understanding and appreciation of science in terms of its underlying philosophy and the manner in which science has developed. Prerequisite: Open only to majors, minors, and students pursuing teaching fields in one or more of the natural sciences.

84-109. PROCESS OF SCIENCE (1)

A course in which students will be engaged in the study and evaluation of research activities of others, thereby leading them to a more complete and accurate understanding of the scientific method and its implications. Prerequisite: 84-108.

84-300. HISTORY OF SCIENCE (3)

A general survey of the progress of science from earliest times to the present. The main scientific discoveries and theories are considered in their historical perspective.

84-301. GEOLOGY (3)

A combined course in physical and historical geology dealing with the composition, structure and history of planet earth. Minerals, rocks, tectonic processes and physical characteristics of the earth's surface will be emphasized in the physical component. Evolution, fossils, and the changing conditions and organisms throughout geologic time constitute the historical component. Must be taken simultaneously with 84-308 Geology Laboratory.

84-302. GENERAL ASTRONOMY (3)

A descriptive course dealing with the physical nature of the planets and stars as seen through modern astronomy. The history of astronomical observation and development of modern principles along with properties of electromagnetic radiation and gravitation are included in the course. Must be taken simultaneously with 84-309 General Astronomy Laboratory.

84-303. METEOROLOGY (3)

A course dealing with the composition and structure of the atmosphere, the energy which drives it, and the physical processes involved in weather phenomena. The gathering and analysis of pertinent data are emphasized. Weather forecasting and climatology are also considered. Must be taken simultaneously with 84-310 Meteorology Laboratory.

84-304. ENVIRONMENTAL CONSERVATION (3)

An introduction to basic ecological concepts and their application to current problems of man's use of natural resources. Consideration of historical development of the conservation movements as a foundation for understanding current social and environmental dilemmas.

84-306. INTRODUCTION TO OCEANOGRAPHY (3)

A survey of oceanography at an introductory level, involving the properties of sea water and its movement; the chemistry, physics, and biology of the ocean; bathymetric features and submarine geology; and oceanographic instruments and methods of collecting data.

84-308. GEOLOGY LABORATORY (1)

A laboratory to expand upon and emphasize topics from the General Geology course. Physical laboratory component emphasizes mineral and rock identification, topographic and structural map interpretation, and geomorphic landforms. Historical laboratory component emphasizes fossil recognition, stratigraphic correlation, and geologic history of the central Appalachian region. Required field experience and exercises are components of the laboratory. Must be taken simultaneously with 84-301 Geology.

84-309. GENERAL ASTRONOMY LABORATORY (1)

A laboratory to expand upon topics from the General Astronomy course. Celestial maps, nature of light and other forms of electromagnetic radiation, stellar distance and scale, planetary movement, comets, characteristics of the sun and constellation observation and recognition are topics to be included in the laboratory component. Star watches and field trips to local light and radio telescope installations are required components of the class. Must be taken simultaneously with 85-302 General Astronomy.

84-310. METEOROLOGY LABORATORY (1)

A laboratory emphasizing instrumentation employed in gathering meteorological data and subsequent application of this data to meteorological interpretation. Field experience in data gathering is a required component of the laboratory. Must be taken simultaneously with 84-303 Meteorology.

84-320. SPECIAL STUDIES IN GENERAL SCIENCE (1-3)

The study of special topics in general science of special interest to students and faculty, including those topics which may be the subjects of selected television series or other media presentations.

84-350. NATURAL SCIENCE INTERPRETATION (3)

A study of the general principles of science interpretation for the lay public. Individual preparation of programs in various formats, e.g. nature walk, fire-side talk, museum presentation is expected. Extensive use is made of interpretive centers in the region. Prerequisite: 79-201.

GENERAL STUDIES PHYSICAL EDUCATION

All courses to be full semester/one or two credit hours.

| | |
|-------------------------------|---------------------------------|
| 101. Swimming (1) | 175. Karate (1) |
| 102. Springboard Diving (1) | 176. Karate II (1) |
| 103. Fitness Swimming (1) | 177. Self-Defense/Women (1) |
| 119. Adapted Phys. Ed. I (1) | 179. Square Dance (1) |
| 120. Adapted Phys. Ed. II (1) | 180. Fencing (1) |
| 150. Tennis/ Badminton (1) | 181. Hiking (1) |
| 151. Golf (1)* | 182. Backpacking (1) |
| 152. Fresh Water Fishing (1) | 183. Cycling (1) |
| 153. Canoeing (1) | 184. Slimnastics I (1) |
| 154. Archery (1)* | 185. Slimnastics II (1) |
| 155. Jogging (1) | 186. Handball/Racquetball (1) |
| 159. Softball (1)* | 187. Roller Skating (1) |
| 161. Intermediate Tennis (1) | 189. Snow Skiing I (1) |
| 163. Camping (1) | 190. Snow Skiing II (1) |
| 164. Bicycle Camping (1) | 191. Snow Skiing III (1) |
| 170. Bowling (1) | 192. Horseback Riding I (1) |
| 171. Volleyball (1) | 193. Horseback Riding II (1) |
| 172. Weight Training (1) | *Meets 3 hrs/week for 12 weeks. |

- 200. GSPEM 1 (PE Majors Only) (1)
- 201. GSPEM II (PE Majors Only) (1)
- 210. Fitness for Women (2)**

215. Marathon Experience (1)**

250. Adult Fitness (1)

**Meets 4 hrs/week for full semester.

GEOGRAPHY

74-101. PRINCIPLES OF WORLD GEOGRAPHY (3)

Fundamental course concentrates upon the study of man in the different physical environments on earth. The rich diversity of human culture is outlined and emphasized.

74-201. PHYSICAL GEOGRAPHY (3)

Focuses on the earth's place in the solar system; continental drift theory; global energy-flow patterns; the causes and characteristics of climate, including atmospheric pressure, air and water circulation, air masses and storms; landforms; biogeography; and, climatic-biotic soil-forming processes.

74-301. WORLD ECONOMIC GEOGRAPHY (3)

Involves the systems of livelihood of the industrial nations and of the Third World peasant economics. Forsaking the traditional commodities approach, this course employs the life-systems method. The geographical aspects of world food and population dynamics and of economic systems are investigated.

74-400. GEOGRAPHY OF LATIN AMERICA (3)

Focuses upon pre-colonial Latin America, the colonial impact, and modern Latin America, with its multitude of cultures, environments, and civilizations. The geographical context of current social, economic, and ecological problems will be viewed.

74-401. GEOGRAPHY OF EUROPE (3)

Will explore the continent of Europe and its people, with emphasis upon the rich ethnic diversity of European people and their environment. The effect of environmental changes since the Pleistocene Age upon human patterns of livelihood is examined. Folk ethnographies and informal reports will familiarize students with local regions and with topics of individual interest.

74-402. GEOGRAPHY OF ANGLO-AMERICA (3)

A conventional approach to the study of the cultural and physiographic provinces of Canada and the United States. Special topics involved will include agglomeration, development of Megalopolis, and matters of inter-regional circulation and interaction.

74-403. GEOGRAPHY OF THE UNION OF SOVIET SOCIALIST REPUBLICS (3)

A study of the diverse Russian people and their state-planned economy within a geographical context. Concentration will be upon the Economic Planning Regions, agriculture, industry, and transportation development.

74-406. GEOGRAPHY OF ASIA AND AFRICA (3)

A course about environments and cultures of Asia and Africa. The size and diversity of the area decrees that a non-comprehensive approach be taken. Local areas and cultures of student and professional interest will be examined in depth.

GERMAN

65-101. ELEMENTARY GERMAN (3)

The study of fundamentals of the German Language, with stress on pattern exercises, questions and answers, readings and retellings of stories and German dialogue; also stress in pronunciation during classes and listening during required laboratory hours to records in German.

65-102. ELEMENTARY GERMAN (3)

A continuation of 65-101. Independent story telling in German, also extensive study of regular and irregular verbs, idioms, and readings in German prose. Prerequisite: 65-101.

65-103. INTERMEDIATE GERMAN (3)

A review of German grammar, verbs and idioms, stress on pattern exercises in German, reading and retelling of simple German stories. Prerequisites: 65-101 and 65-102.

65-204. INTERMEDIATE GERMAN (3)

A continuation of 65-203. Grammar review and pattern exercises supplemented with translations, readings and conversations in German. Prerequisites: 65-101, 65-102, and 65-203.

65-419. INDEPENDENT STUDY IN GERMAN (1-3)**GRAPHIC DESIGN**

(SEE ALSO ART AND PHOTOGRAPHY)

34-171. INTRODUCTION TO VISUAL COMMUNICATION (3)

The development of the essential skills required to bring together the conceptual and formal elements in order to form effective solutions within the visual problem solving process. Marker indication is emphasized as a process of layout organization. Co- or prerequisites: 33-140, 33-170.

34-172 TYPOGRAPHY (3)

Type will be investigated in terms of its aesthetic possibilities and as a form of visual communication. Contemporary type structure and its historical influence will be a topic of emphasis. Prerequisites: 34-376, 33-208.

34-272. METHODS AND CONCEPTS OF GRAPHIC DESIGN I (3)

Composition Problems will be encountered which focus upon the communicative qualities of the various materials and techniques used in graphic design.

34-273. METHODS AND CONCEPTS OF GRAPHIC DESIGN II (3)

A continuation of the visual communication problems in 34-272 Methods and Concepts of Graphic Design I. Emphasis is on type and related graphic forms. Prerequisite: 34-272.

34-275. ILLUSTRATION (3)

Developing and finishing illustrations for advertising and decorative use. Design and application of spot illustrations with consideration for reproduction requirements. Line, black and white, limited and full color. Prerequisites: 15 hours of graphic design.

34-370. ADVANCED DESIGN (3)

In-depth study of the elements and principles of design. Problems, research, and field trips are taken to reinforce understanding. Prerequisites: 33-140 and 33-170.

34-371. COMMERCIAL DESIGN (3)

Development of design concepts relative to advertising through practical projects. Emphasis placed on problems in composition and pictorial organization, layout, and lettering. Prerequisites: 33-140 and 33-170.

34-375. DESIGN STRATEGIES OF VISUAL COMMUNICATION I (3)

Formal and conceptual elements are expanded in study of the function of identity. Printing production procedures are presented through problems in preparing art and copy for reproduction. Prerequisites: 33-140, 170.

34-376. DESIGN STRATEGIES OF VISUAL COMMUNICATION II (3)

Perceptual insights in contemporary life are considered as elements in the planning of the persuasive and informative functions of design. Emphasis is directed toward the visual/verbal relationship in designing effective communications. Prerequisite: 34-375.

34-470. FIELD EXPERIENCE IN GRAPHIC DESIGN (3)

Students will be placed in design agencies in order that they may obtain invaluable "on the job" training. Students will spend a minimum of 14 hours per week working under an approved field supervisor. A two hour seminar will be held each week for the purpose of integrating theory and practice. Prerequisite: 15 hours of design.

34-472. TYPOGRAPHICAL DESIGN AND LAYOUT (3)

Sequences and series are introduced as a graphic design element of the printed page. Design problems incorporating photography and other graphic elements provide experience and skill in assembling material for mechanical reproduction. Prerequisite: 34-172.

34-474. RESEARCH (DESIGN) (1-3)

An upper-division course designed as a culminating experience within the concentration area of design, thereby providing an opportunity to pursue a specific area of design on a meaningful level. Prerequisite: 15 hours of design.

34-475. ILLUSTRATION (3)

Experimental approaches in developing finished visual images using the materials and techniques of the graphic designer in relation to concepts and design. Prerequisites: 15 hours of graphic design.

34-479. PROJECTS WORKSHOP IN GRAPHIC DESIGN (3-6)

Design philosophies and professional design practices are presented through problems and lectures given by professionals from the design community. In addition, the course will include field trips to printers, design studios, advertising agencies. Professional career programs will also be considered with an emphasis upon the portfolio. Prerequisites: 34-376, 33-208.

34-480. CASE STUDY IN GRAPHIC DESIGN (3-6)

The functional relationships of identity, information and persuasion are presented in a single semester-long project with supplement components being integrated in the evolving advertising design/graphic design/campaign. Collaboration with other disciplines such as marketing, advertising, and/or photography provides insight into the functions of the visual communicator/graphic designer. Prerequisite: 34-472, 34-479.

HEALTH EDUCATION

41-103. PERSONAL HEALTH (3)

Designed to improve the quality of living by providing opportunities for students to acquire scientific knowledge, favorable attitudes, and desirable personal health habits.

41-300. SUBSTANCE USE AND ABUSE (3)

Will analyze the psychological, sociological, and physiological aspects of drug use, misuse, and abuse. Strategies, methods, and techniques of teaching drug education in schools are discussed. Prerequisite: 41-103.

41-301. HEALTH AND SAFETY IN THE ELEMENTARY SCHOOL (3)

Prepares prospective elementary education teachers to understand and function effectively in the school health and safety programs.

41-360. SCHOOL HEALTH PROBLEMS (3)

Establishes the base of understanding which is requisite to the study of problems of curriculum planning and organization, methodology, and the selection and use of materials of health education in the classroom. One of the major course objectives is to enable students to be cognizant of health problems in the home, community, and school. Prerequisite: 41-103 (elementary education majors: 41-301) and at least junior class standing.

41-370. COMMUNITY HEALTH EDUCATION (4)

Identifies community health problems, measures for their control, and agencies of assistance. Principles, objectives, and methods of community health planning are emphasized along with methods of solving community health problems. Prerequisite: 41-103.

41-490. INDEPENDENT STUDY IN HEALTH EDUCATION (1-3)

Designed primarily for seniors with averages of 3.0 or above who are seeking an opportunity for the investigation of professional problems. This study is particularly recommended for those students who plan to do graduate study in health education or its related fields. Permission of the Division Chairman is required for enrollment in this course.

HISTORY**71-101. HISTORY OF CIVILIZATION: ANCIENT WORLD
THROUGH MEDIEVAL PERIOD (3)**

A survey of ancient and medieval civilizations beginning with prehistoric man, continuing with a study of the ancient Near East, classical Greece, the Roman Republic and Empire, and the Middle Ages with some attention to concurrent developments in the non-Western world. Emphasis is placed on their basic similarities and differences in government, religion, economics, social, cultural, and intellectual (including philosophical) developments.

**71-102. HISTORY OF CIVILIZATION: RENAISSANCE AND
REFORMATION THROUGH FRENCH REVOLUTION. (3)**

A survey of the Early Modern period and the Enlightenment, including the Enlightened Despots, that culminates in the French Revolution. Emphasis is given to the major changes in government, economics, art, learning, literature, intellectual movements, science, and the age of discovery.

**71-103. HISTORY OF CIVILIZATION: FRENCH REVOLUTION AND
THE CONGRESS OF VIENNA TO THE PRESENT (3)**

A survey of the French Revolution and its aftermath, of liberalism, nationalism, industrialization, materialism, and imperialism. The student will investigate twentieth century wars, international organizations, and the Third World.

71-201. HISTORY OF THE UNITED STATES TO 1865. (3)

Survey course examines the basic political, economic, and social forces in the formation and development of the American Nation from the colonial period through the Civil War.

71-202. HISTORY OF THE UNITED STATES, 1865 TO PRESENT (3)

Course surveys the basic political, economic, and social forces in the rise of the republic from sectional conflict to a major international role. Moving from Reconstruction to the recent decade, it covers the evolution of the nation from an agrarian to an industrial society.

71-300. HISTORIC PRESERVATION AND INTERPRETATION (3)

Course will familiarize the student with the historic preservation policies and procedures of local, state, and national governments and of the outstanding private efforts in the field. A study of the general principles and methods of interpretation of historic phenomena to the general public will be involved. Extensive out-of-classroom use will be made of the historical resources in the local area for interpretive practice and preservation examples. Prerequisite: 71-201/202 or consent.

**71-302. AMERICAN COLONIAL HISTORY AND REVOLUTIONARY
EXPERIENCE (3)**

Course will examine the motivations and background of European exploration and settlement; the political, social, and intellectual development of the English colonies in America; the imperial role and reaction; the ideological and legal basis of revolution; and the American Revolution and its result.

71-303. THE EARLY REPUBLIC, 1781-1850 (3)

Emphasis will be on the growth and development of the American Republic in the Confederation period, the early national era, the so-called era of good feelings, and the Jacksonian Era.

71-304. THE AMERICAN CIVIL WAR AND RECONSTRUCTION (3)

A study of the events leading up to the Civil War, the war itself, and the immediate aftermath. The emphasis in the course is placed on the period between 1860 and 1865. Prerequisite: 71-201 or its equivalent.

71-305. HISTORY OF THE LOWER SHENANDOAH VALLEY (3)

This regional course investigates historical development within the national context. It examines geographical features; early explorations and settlement, the colonial influences in migration, politics, and economy; ante-bellum matters such as slavery, transportation, and cultural manifestations; the American Civil War; Reconstruction, the farmer's revolt, and industrialization; the limestone and orchard industry; and, the twentieth century impact. Some attention is devoted to regional literature as it reflects historical character and biography of major personalities.

71-309. WEST VIRGINIA AND THE APPALACHIAN REGION (3)

Emphasis upon the development of western Virginia and the State of West Virginia. This course will examine the general geographical, political, and economic aspects of the Southern Appalachian region. The impact upon the Mountain State of the patterns of settlement, the heritage of sectional conflict, the statehood movement, legal and political developments accompanying the assimilation of the area into the national economy, and national events will be considered. The student will view the current problems of the area and contemporary Appalachian society.

71-310. THE GILDED AGE AND PROGRESSIVE ERA (3)

Course will encompass the domestic development of modern America from the end of Reconstruction through the New Freedom program of Woodrow Wilson.

71-311. ECONOMIC HISTORY OF THE UNITED STATES (3)

This survey course traces the historical development of the American economy from the colonial period to the twentieth century. Based on the broad social, cultural, and legal context of economic growth, it devotes attention to the major historiographical debates about various phases of United States economic history.

71-312. RECENT UNITED STATES HISTORY (3)

The United States involvement and homefront in World War I, the return to normalcy, the roaring twenties, depression, the New Deal, the World War II participation, the Truman years, the Eisenhower Administration, the New Frontier and Great Society, and Nixon Administrations will be examined.

71-315. AMERICAN SOCIAL HISTORY TO 1877 (3)

Course traces the colonial and ante-bellum development of the American way of life by comparing the stereotypes of the Yankee, the Frontiersman, and the Southerner, and by studying the artifacts and popular literature that reflect the technology, customs, religion, mores, health, popular styles, architectural trends, and social concerns of the predominately rural and agricultural United States of the period.

71-316. AMERICAN SOCIAL HISTORY FROM 1877 TO PRESENT (3)

Course surveys the impact on American life of industrialism, urbanism and rapid technological change. The focus will be upon the changing nature of everyday life and work, culture, conflicts between rural and urban values, and social tensions arising from ethnic, economic, and regional differences.

71-329. A HISTORY OF THE BYZANTINE EMPIRE AND MEDIEVAL ISLAM (3)

A study of the political, religious and cultural institutions of the Byzantine Empire (East Roman Empire) from Constantine the Great to the Turkish conquest of Constantinople in 1453, and of the Islamic beginnings, starting with Mohammed and examining the Arabic and Turkic impact upon the Near East and Europe for the next eight centuries.

71-330. HISTORY OF CHRISTIANITY TO 1535 (3)

The history of Christianity from New Testament times to the Reformation will be studied. Emphasis will be on the geographical spread, significant persons, philosophies, governments, and theological concerns. (Also listed as 68-330).

71-331. ANCIENT CIVILIZATION (3)

The process by which civilizations develop and the application of this process to the ancient civilizations of the Mediterranean with special emphasis on the Hebrew and the classical civilizations of Greece and Rome. Prerequisite: 71-101 or its equivalent.

71-332. MEDIEVAL HISTORY (3)

Concerns the development of Western traditions during this formative period of history from the fall of Rome to the Renaissance. Emphasis is placed upon the development of the Christian Church and philosophy, the barbarian invasions, the crusade, and the formative beginnings of nation-states. Prerequisite: 71-101 or its equivalent.

71-333. MODERN EUROPEAN HISTORY (3)

The political, economic, and intellectual achievements and failures of Europe from the time of the French Revolution to the coming of World War I, including the impact of European contact with the non-European world. Prerequisite: 71-102 or its equivalent.

71-334. EUROPE, 1500-1815 (3)

Rise of the modern nations and their expansion overseas from the Reformation to the French Revolution.

71-402. DIPLOMATIC HISTORY OF THE UNITED STATES (3)

A survey of the development of the foreign policy of the United States from colonial times to the present.

71-404. WORLD HISTORY SINCE 1914 (3)

The historical and intellectual events of the twentieth century and their impact upon western man. Attention is given to Europe between the two world wars, the emerging nations of Africa and Asia after 1945, and the Cold War.

71-405. HISTORY OF THE AMERICAN NEGRO (3)

An examination of the African and West Indian background of slave trade; the institution of slavery in ante-bellum United States; the effects of Civil War and reconstruction; the pursuit of self-help and democracy and repression; and the black renaissance and revolution. Attention will be devoted to historical development of the Negro in American cultures other than the United States. Prerequisites: 71-201 or 202 or their equivalent.

71-407. HISTORY OF ENGLAND TO 1660 (3)

A survey of British civilization from the Roman conquest to the Restoration with emphasis on the political, economic, social, and cultural developments.

71-408. HISTORY OF ENGLAND SINCE 1660 (3)

A survey of British civilization from the Restoration to the present, continuing the political, economic, social, and cultural development with emphasis on Britain's emerging role in world affairs.

71-411. LATIN AMERICAN HISTORY (3)

The colonial period, the independence movement, rise of national states, national, and international developments to the present.

71-412. HISTORY OF RUSSIA (3)

A study of Russia and its expansion from the Muscovite principality to the empire of the 20th Century. Special emphasis is placed on the internal, political, social, economic, and cultural development since 1917, and the international relations of the Soviet Union today.

71-413. TECHNIQUES OF RESEARCH (3)

An opportunity for independent study and preparation for graduate work. Included are methodology, historiography, and extensive work with source materials. This course is recommended for both history and political science majors.

71-420. HISTORY OF THE FAR EAST (3)

Historical interpretation of the role of Eastern Asia with attention to the rise of Japanese and Chinese nationalism, Western imperialism, the World Wars, and the post-war era.

71-425, 71-426. READINGS IN AMERICAN AND WESTERN HEMISPHERIC HISTORY (3 each)

Course will be devoted to the extensive reading of standard and classic monographs, biographies, or articles on selected American or Western Hemispheric topics. The specific topics and presiding professor will be announced prior to registration periods.

71-427, 71-428. READINGS IN EUROPEAN AND WORLD HISTORY (3 each)

Devoted to the extensive reading of standard and classic monographs, biographies, or articles on selected European and World topics. The specific topics and presiding professor will be announced prior to registration periods.

HOME ECONOMICS

25-101. TEXTILES (3)

Study of textile fibers, yarns, and construction techniques as a basis for selecting fabrics for clothing and the home.

25-102. CLOTHING (3)

Selection of clothing with emphasis on the physiological, sociological, and economic aspects. Basic construction applied to projects suitable to individual needs.

25-201. INTRODUCTORY FOODS (3)

A study of basic foods used for everyday consumption. Principles of selection and preparation are emphasized.

25-202. FOOD AND MEAL MANAGEMENT (3)

A course in planning, preparing, and serving nutritionally adequate meals. Prerequisite: 25-201 or consent of instructor.

25-210. FASHION COMMUNICATION (3)

A course designed to provide proficiency in fashion direction, coordination, and presentation of fashion to the public through verbal, written, and visual means.

25-215. FASHION ANALYSIS (3)

A study of fashion concepts and an exploration of identified fashion variables as they relate to the fashion industry.

25-300. MARRIAGE RELATIONS (3)

The process of marital adjustment, including the problems of dating, courtship, engagement, marriage, pregnancy, and aging.

25-301. ADVANCED CLOTHING (3)

Modern and advanced techniques of clothing construction. Prerequisite: 25-102 or consent of instructor.

25-304. CHILD DEVELOPMENT (3)

A study of the physical, emotional, social, and intellectual development of the individual from the prenatal period through the preschool years. A two-hour laboratory experience in the college Nursery School is included.

25-305. HOME EQUIPMENT (2)

A study of the selection, operation, care, and use of home appliances, with special emphasis on energy consumption.

25-306. INTERIOR DESIGN (3)

The use of basic art principles in creating beauty, expressiveness, and functionalism in interior environments.

25-307. HOME MANAGEMENT (3)

A study of the application of the principles of management to human and non-human resources in developing values and achieving individual and/or family goals.

25-308. HOUSING (3)

A course designed to help individuals plan for housing needs at all stages of the life cycle and at a variety of socio-economic levels.

25-315. CULTURAL INFLUENCES ON CLOTHING (3)

This course presents an integrated approach to the study of the diverse meanings, symbolism, and significance which people attach to clothing and appearance.

25-318. NUTRITION (3)

A study of the functions, sources, and requirements of nutrients. Emphasis is placed on meeting the nutritional needs of individuals of all ages in a variety of situations.

25-403. CONSUMER ECONOMICS (3)

A study of the opportunities and responsibilities of the consumer in choosing goods and services for use in promoting individual and/or family goals. Emphasis is placed on financial planning throughout the life span.

25-410. SPECIAL STUDIES (1-4)

Opportunity is provided for students to do individual library or laboratory work on special problems in Home Economics not included in present courses. Approval of instructor and advisor.

25-430. SEMINAR (2)

Survey of recent research in the field of home economics and selection of a problem for experimentation and evaluation. Senior standing.

25-450. SERVICE INDUSTRY EXTERNSHIP (FASHION MERCHANDISING) (3)

Application of theoretical concepts to practical experience in retail stores. Class meetings combined with a minimum of 250 hours of work experience is required.

HOTEL-MOTEL AND RESTAURANT MANAGEMENT**26-207. SURVEY OF FOOD SERVICES (3)**

Organization and basic operation of various types of quality food services. Fundamentals of preparation and meal planning, food production and service standards and techniques. Practice in evaluating food service installations. Field trips required.

26-303. LODGING MANAGEMENT (3)

A study of operations within the lodging industry covering all departments involved in front office management.

26-309. FOOD PRODUCTION SYSTEMS (3)

Recognition and achievement of quality in development of systematic relationships between items, time, labor, equipment and costs in quantity food production. Quality procurement policies for food, beverages, and related items.

26-490. SERVICE INDUSTRY EXTERNSHIP (FOODS) (3)

To apply theoretical concepts gained in the classroom, each student will be assigned to a restaurant for a minimum of 200 hours of supervisory or managerial experience. A number of class seminars will be held during the semester at which time each student will be required to present reports on the knowledge gleaned from these experiences. Prerequisite: senior standing or permission.

26-492. SERVICE INDUSTRY EXTERNSHIP (HOTEL AND MOTEL) (3)

To apply theoretical concepts gained in the classroom, each student will be assigned to a hotel/motel complex for a minimum of 250 hours of supervisory or managerial experience. A number of class seminars will be held during the semester at which time each student will be required to present reports on the knowledge gleaned from these experiences. Prerequisite: senior standing or permission.

26-493. SEMINAR IN HOTEL, MOTEL AND RESTAURANT MANAGEMENT (3)

A three module course consisting of accounting for hotel, motel, restaurant operations, computer applications and promotion of facilities.

JOURNALISM

62-101. INTRODUCTION TO JOURNALISM (3)

A survey course designed to acquaint the student with the functions, aims, and effectiveness of the various agencies of mass communications, such as newspaper, magazine, radio and television. Although not historical in nature, the course traces influences of society on journalism from circa 1900 to the present. News style techniques also are emphasized.

62-204. NEWS WRITING (3)

Actual practice in news writing, the principles of news gathering, the building of news stories, and news style techniques serve as major points of emphasis in this course. Practical work on the student newspaper and on the video display terminal are included. The student begins basic study of grammar for journalists. Prerequisite: 62-101 or consent of instructor.

62-300. EDITING AND MAKE-UP (3)

Editing concentration areas include the fundamentals of editing-rewriting, copyreading, headlining, and proofreading. Make-up concentration areas include page layout and design, with emphasis on contemporary theories. Course includes practical work on the student newspaper and on the video display terminal. Prerequisite: 62-204 or consent of instructor.

62-310. PROPAGANDA AND PUBLIC OPINION (3)

Terminology and methodology of public opinion polling techniques are studied, with emphasis on writing news stories based on the findings. Propaganda theory as applied in the media (past and present) are analyzed during the second half of the semester.

62-350. ADVANCED NEWS WRITING AND GRAMMAR (3)

Utilization of background and theoretical knowledge from other courses is applied to help student journalist develop a more professional writing style. Simultaneously, an intensive study of grammar for journalists is included. Prerequisite: 62-204 or consent of instructor.

62-370, 371, 372. NEWSPAPER PRODUCTION (1-3)

Experience in all aspects of newspaper production is provided. Included are a study of production terminology; a study of production techniques, including preparation of mechanicals and imposition; and a study of production equipment, featuring the video display terminal, the typesetter, and the video comp. Practical work on the student newspaper is provided.

62-400. MEDIA LAW AND ETHICS (3)

An exploration of communications law intended to add to the student's appreciation of the legal process and its historical underpinnings and to provide information to help journalists avoid legal difficulties. In addition, important ethical questions are explored. Prerequisite: 62-204 or consent of instructor.

62-405. INVESTIGATIVE REPORTING (3)

Designed to deal with current news problems in national and local fields, this course concentrates on use of reference works and source materials bearing on the background and analysis of the news. A major focus is on more original and conscientious reporting on the systematic operations of American society. Prerequisite: 62-204 or consent of instructor.

61-450. INTERNSHIP (ON or OFF-CAMPUS) (3)

Course provides the opportunity for on-campus internships with the Office of College Relations and Publications or with the Office of Sports Information. Off-campus internships may also be arranged with consent of the instructor. Prerequisites: 62-204 and 62-350 or consent of instructor.

LIBRARY SCIENCE (SCHOOL LIBRARY-MEDIA)**63-100. HOW TO USE MEDIA RESOURCES (1)**

A practical introductory course designed to familiarize the student with resources, methods, and procedures common to libraries and other resource centers. Classes meet twice a week for eight weeks. Open to all students.

63-302. LIBRARY MATERIALS FOR CHILDREN (3)

A survey of the development of children's literature with emphasis on modern books and non-print materials. Evaluation of the standards and aids for selection of books and other materials for the elementary school library. Investigation of children's reading interests, levels and needs, and of programs geared to these needs such as storytelling, book talks, etc. Students who are planning to become elementary school librarians are advised to take 61-202, Backgrounds of Literature.

63-303. LIBRARY MATERIALS FOR ADOLESCENTS (3)

A survey of books and non-print materials suitable for the young adult in junior and senior high school, with emphasis on current interests and materials. Study of the standards and the basic aids for selection, as well as practice in techniques of reading guidance and promotional programs, such as book talks, booklists, etc.

63-306. REFERENCE AND BIBLIOGRAPHY (3)

An introductory study of standard reference books and reference theory. Practice in selection, evaluation, and use of reference books applicable to school libraries.

63-310. INSTRUCTIONAL MEDIA (3)

Principles and practices in the selection, organization, and production of non-book materials and promotional media, such as bulletin boards, filmstrips, tapes, etc.

63-316. CATALOGING AND CLASSIFICATION (3)

An elementary course in classifying materials according to Dewey Decimal system. Practical experience in classifying, cataloging, and filing. Problems peculiar to the school librarian will be discussed. Typing skill is necessary.

63-318. LIBRARY PRACTICE (3)

One-hundred hours of practice work is required in a school or public library. This course is to be taken upon completion of all other Library Science courses. The student must plan for his own transportation to the practice libraries in the area.

63-327. SCHOOL LIBRARY ORGANIZATION & ADMINISTRATION (3)

A survey of the philosophy, programs, procedures, and problems in the administration of a school library, which includes planning, organization, and maintenance of materials and quarters, personnel supervision and cooperative relations with school members. Media Programs, District and School (1975) is studied in depth.

MATHEMATICS**85-010. BASIC MATHEMATICS (3)**

The operations of arithmetic (addition, subtraction, multiplication, and division) applied to whole numbers, signed numbers, fractions, and decimal numbers. Scientific notation, ratios, percents, and the metric system of measurement. Introduction to algebraic notation, algebraic expressions, and operations on them, equations, and inequalities. Enrollment other than audit not permitted if the student has successfully completed any other mathematics course, unless recommended by the appropriate Study Center personnel. NOTE: The credit hours for this course apply to a student's grade point average and for hours needed to qualify as a full-time student but do not count toward the hours needed for graduation.

85-020. BASIC DRUG CALCULATIONS (3)

Develops skills to solve typical computational problems encountered in nursing practice. Operations of arithmetic (addition, subtraction, multiplication and division) including signed numbers, fractions and decimals; ratio, proportion, and the metric system. Introduction to algebraic notation, algebraic expressions and operations on them, equations, inequalities and graphing lines. Specialized units in the apothecary system and apothecary-metric conversion. Optional units include intravenous calculations, solutions and children's dosages. Enrollment other than audit not permitted if the student has successfully completed any other mathematics course, unless recommended by the appropriate Study Center personnel. NOTE: The credit hours for this course apply to a student's grade point average and for hours needed to qualify as a full-time student but do not count toward the hours needed for graduation.

85-050. CONSUMER MATHEMATICS (1)

Develops problem solving skills to deal with consumer topics. Topics include interest and saving account computations, commissions, markups, discounts, payroll deductions, tax forms, and interpreting tables and charts. Enrollment other than audit permitted only if advised by the appropriate Study Center personnel. Prerequisite or corequisite 85-010. NOTE: The credit hour for this course applies to a student's grade point average and for hours needed to qualify as a full-time student but does not count toward the hours needed for graduation.

85-104. BASIC ALGEBRA (3)

A developmental course to build skills in basic techniques of algebra. Introduction to the rational and real number systems. Evaluating algebraic expressions for given numerical values. Solving and graphing solutions of equations in one and two variables. Adding, subtracting, multiplying, and dividing polynomials and rational functions; solving quadratic equations by factoring. Use of these techniques to solve practical problems. Manipulations with positive, negative, and rational exponents. Enrollment other than audit is not permitted if the student has completed 85-105 Algebra or 85-154 Finite Mathematics or any subsequent course with a grade of C or better. This course does not fulfill the General Studies mathematics requirement. Prerequisite: 85-010 or satisfactory placement score.

85-105. ALGEBRA (3)

Topics in college algebra including properties of the real numbers; radicals and rational exponents; operations on polynomials and rational expressions; solution of linear and quadratic equations and inequalities; functions, including graphs and composite functions; properties of linear functions; systems of linear equations and inequalities; logarithmic and exponential functions; introduction to matrices. This course does not fulfill the General Studies requirement in mathematics. Prerequisite: 85-104 or satisfactory placement score.

85-106. TRIGONOMETRY (2)

A study of the trigonometric ratios, their properties as functions, and the standard identities. Applications include the solution of plane triangles and a discussion of periodic motion. Prerequisite: 85-105.

85-108. PRECALCULUS (3)

Topics in algebra which will prepare students for the study of calculus, including complex numbers, graphs of non-linear functions and relations, conic sections, theory of equations, graphical and algebraic solutions of non-linear equations, solutions of exponential and logarithmic equations, sequences, series, and summations, binomial expansion, mathematical induction, determinants, and introduction to analytic geometry. Prerequisite: 85-105 or satisfactory placement score.

85-111. MATHEMATICS OF FINANCE (3)

Principles of interest and discount, annuities and insurance, amortization, bonds and similar topics. This course does not fulfill the General Studies requirement in mathematics.

85-117. PERSONAL COMPUTERS (1)

The course provides an introduction to the microcomputer and to the most frequently used applications software. Beginning with a brief survey of the history of computing and of the major components of a microcomputer system, the course gives hands-on instruction in word-processing, electronic spreadsheets, and data-base management. The important features of a disk operating system are utilized. A few simple BASIC programs are demonstrated.

85-154. FINITE MATHEMATICS (3)

Mathematical models for the analysis of decision-making problems. Topics include the echelon method for solving linear equations, matrix manipulations, optimization by linear programming including the simplex method, risk decisions using probability, expected value, and statistics. Additional topics may be chosen from network models or game theory. Prerequisite: 85-104 or 85-105 or satisfactory placement score.

85-200. COLLEGE GEOMETRY (2)

The course offers a survey of classical Euclidean geometry with reference to non-Euclidean geometry. Both informal and formal geometry are introduced emphasizing the use of algebra. Constructions and curve tracing are integrated throughout various topics. Deductive logic and use of truth tables are examined in applied situations. Prerequisite: 85-108 and one year of high school geometry or consent of the instructor. Required for all mathematics teaching programs.

85-205. CALCULUS WITH APPLICATIONS (4)

Topics in differential and integral calculus, with stress on their applications in business, biology, social, and behavioral sciences. Prerequisite: 85-105 or 85-154 or consent of the instructor.

85-207. CALCULUS I (4)

Fundamental concepts of calculus, using analytic geometry. After preliminaries about the real number system, intervals, and functions, properties of limits are carefully stated. These are used to develop standard differentiation formulas. Applications of the derivative (as a rate of change) are stressed in a wide variety of problems. Introduction to integration via anti-differentiation and area; the fundamental theorem. Applications of the integral (volumes, arc length, surface area, etc.) Prerequisite: 85-108; prerequisite or corequisite: 85-106 or satisfactory placement score.

85-208. CALCULUS II (4)

Continuation of 85-207. Calculus of exponential, logarithmic, and trigonometric functions; techniques of integration. Review of conic sections in standard form and in rotation. Polar coordinates, l'Hopital's rule, improper integrals, infinite series, and Taylor series. Prerequisite: 85-207.

85-215. INTRODUCTION TO MATHEMATICS (3)

A systematic approach to organized reasoning by study of the rudiments of logic. Study of the structure of various mathematical systems and operations defined on these systems. An analysis and discussion of the uses of such systems. The counting techniques of permutations and combinations may be considered. Prerequisite: 85-010 or satisfactory placement score.

85-217. COMPUTERS — BASIC (2)

Development of algorithms from raw idea to flow-chart or pseudo-code and finally into BASIC programs will be done in class. Includes introduction to necessary hardware. Student will have considerable hands-on experience with entering and running computer programs they have helped to create. College graduation credit will not be given for both this course and 11-214.

85-254. DISCRETE MATHEMATICS (3)

Topics from modern mathematics with particular emphasis on those with applications to computer science. Logic, sets, number systems and number theory, enumeration, graphs and trees, matrices, finite algebraic systems, analysis of algorithms. Prerequisite: 85-105 or 85-154.

85-280. SYMBOLIC LOGIC (2)

Classical introduction to Aristotelian logic using truth tables or Venn diagrams. Application to Boolean arithmetic and algebra. Positive and negative logic as in gate structures for digital circuits. Prerequisite: 85-105, 85-154, or 85-215 or consent of instructor.

85-290, 291. PRACTICUM IN MATHEMATICS TEACHING (1 each)

Practical experience in teaching mathematics will be provided in a tutorial setting, under the guidance and supervision of a faculty member. Two or three hours of student-tutor interaction will be arranged each week. Prerequisite: 85-207 or consent of instructor.

85-300. MATHEMATICS FOR ELEMENTARY TEACHERS (3)

An in-depth study of the elementary curriculum content. A study of methods, problems, and techniques involved in mathematics instruction. Prerequisite: 85-215.

85-307. LINEAR ALGEBRA (3)

Matrices and vector spaces. Euclidean n-space, linear transformations, bilinear and quadratic forms, and related topics. Prerequisite: 85-207 or 85-205 or consent of instructor.

85-309. CALCULUS III (4)

Continuation of 85-208. Vectors in the plane and in space, parametric equations, solid analytic geometry. Calculus of functions of several variables including partial derivatives, multiple integrals, and their applications. Prerequisite: 85-208.

85-312. INTRODUCTION TO ABSTRACT ALGEBRA (3)

Introduction to algebraic structures such as groups, rings, and fields. Formal development of their properties, complemented by examples and applications. Prerequisite: 85-207 or consent of instructor.

85-314. STATISTICS (3)

A course for those needing knowledge of statistical methods and the interpretation of statistical data. Frequency distributions, measures of central tendency and dispersion. Hypothesis testing using z , t , and chi-square tests; correlation. Both discrete and continuous data are presented emphasizing a wide selection of applied problems. Students may not receive credit for both this course and 11-224. Prerequisite: 85-104 or 85-105 or consent of instructor. Recommended additional preparation: 85-154 or 85-108.

85-317. COMPUTER PROGRAMMING PASCAL (3)

Introduction to the PASCAL language, and to its use in obtaining numerical solutions to mathematical problems, and in other applications. Emphasis is on good program design. Includes structure types of records and arrays, system use techniques including text editing and use of peripheral devices. Prerequisite: 85-217 or 11-214 or consent of instructor.

85-318. NUMERICAL ANALYSIS (3)

A study of numerical methods applied to such problems as the solutions of equations, interpolation, differentiation, integration, and solution of differential equations. Emphasis on obtaining solutions with computer programs. Prerequisites: 85-317, and 85-207 or 85-205.

85-321. PROBABILITY AND STATISTICS (3)

Axioms for probability; random variables, discrete and continuous probability distributions. Expected value, functions of random variables, covariance, conditional probability, independence. Confidence intervals, tests of hypotheses: normal, t , signed-rank, chi-square tests. Linear regression and correlation. Prerequisite: 85-207 or 85-205 or consent of instructor.

85-328. DATA STRUCTURES AND ALGORITHMS (3)

A study of the data structures used in computer science. Arrays, sets, lists, stacks, queues, trees, graphs, and algorithms used for their implementation. Algorithms for searching, sorting, hashing, and memory management. Comparison and analysis of algorithms in terms of time and space efficiency. Prerequisites: 85-317, and 85-207 or 85-254.

85-338. MACHINE ARCHITECTURE (3)

The internal structures and functions of the computer. Data representation, memory organization, operation of machine language instructions, control of input/output. Prerequisite: 85-328.

85-401. DIFFERENTIAL EQUATIONS (3)

Methods of solving differential equations and their application in the physical and biological sciences. Both ordinary and partial differential equations are included. Prerequisite: 85-208 or consent of instructor.

85-404. NUMBER THEORY (3)

An introductory course in number theory with emphasis on the classical theorems and problems. Prerequisite: 85-108.

85-405. TOPICS IN MODERN MATHEMATICS (3)

A course designed to acquaint the advanced student with certain topics outside the traditional course in mathematics. Prerequisite: consent of instructor.

85-410. ADVANCED CALCULUS (3)

A thorough examination of the fundamentals of elementary calculus and its extensions, with emphasis on interrelation with other areas of mathematics, and upon various applications. Prerequisite: 85-309 or consent of instructor.

85-413. QUANTITATIVE METHODS (3)

See 11-413 in Business Administration course listing.

85-414. HISTORY AND DEVELOPMENT OF MATHEMATICS (3)

Chronological and topical study of development of mathematics through the first steps in calculus. Of particular importance to mathematics teachers.

85-415. INTRODUCTION TO TOPOLOGY (3)

Study of the properties of regions unaffected by continuous mappings. Consideration of open and closed sets, interior and boundary of a set, and neighborhood systems; motivation for concrete applications of the idea of a topological space and its separation properties. Other topics may include various applications of the notions of convergence and compactness. Prerequisite: 85-207 or consent of instructor.

85-424. FOUNDATIONS OF GEOMETRY (3)

A careful axiomatic development of certain parts of elementary Euclidean and non-Euclidean geometry. The examination of the axiomatic method as an important pattern of thought. Prerequisite: 85-108.

85-425. PROJECTIVE GEOMETRY (3)

Homogenous coordinates, higher dimensional spaces, conics, linear transformations and quadric surfaces, and similar topics. Prerequisite: 85-200 or 85-424.

85-428. AUTOMATA THEORY (3)

Abstract models of computation, including formal grammars, finite-state automata, pushdown automata, Turing machines. Decidable and undecidable problems. Nondeterministic automata and the classes P and NP. Prerequisite: 85-328.

85-430. INDEPENDENT STUDY (1-3)

Under certain conditions advanced students may be admitted to independent study in mathematics. See detailed requirements elsewhere in catalog.

85-438. ADVANCED TOPICS IN COMPUTER SCIENCE (3)

Selected topics such as operating systems, compiler design, database theory, concurrent processing-programming languages. Prerequisite: 85-317.

MEDICAL TECHNOLOGY

87-421. MEDICAL TECHNOLOGY I (9)

Introduces the student to the clinical chemistry laboratory. Here, the student is provided the theory and the training necessary to become proficient in performing the chemical analyses of blood, urine, and other body specimens. Registration for this course must occur during registration for the summer terms.

87-422. MEDICAL TECHNOLOGY II (13)

Incorporates clinical physiology, clinical hematology, blood-banking, and genetics into a one semester block of work. Most of the students' time is spent in the clinical laboratory and on the hospital ward where they learn those procedures and tests common to this phase of medical technology. The student must register for this course during the regular fall registration.

87-423. MEDICAL TECHNOLOGY III (15)

Represents the student's final semester of work. During this time students are introduced to clinical microbiology, serology, histological techniques, cytology, statistics and laboratory management. Students must register for this course during the regular spring registration period.

As a guide the specific courses offered at Memorial Hospital Center in Washington, D.C. are as follows:

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| Orientation and Medical Ethics (0 hours) | Laboratory Management (1 hour) |
| Biochemistry (3 hours) | Scientific Research (1 hour) |
| Hematology (4 hours) | Biochemistry Practicum (3 hours) |
| Microbiology (7 hours) | Hematology Practicum (2 hours) |
| Immunohematology (3 hours) | Microbiology Practicum (2 hours) |
| Clinical Microscopy (2 hours) | Clinical Microscopy Practicum (2 hours) |
| Instrumentation (2 hours) | Serology and Immunology Practicum (1 hour) |
| Serology and Immunology (2 hours) | Immunohematology Practicum (2 hours) |

MUSIC

32-100. MUSIC AS AN ART AND SCIENCE (2)

This is the basic music theory course required of all elementary education majors. Reading, writing, and playing music are the basic activities. Rhythmic notation, scales, triads, seventh chords, non-harmonic tones, and modulation are presented through programmed instruction and lecture. Individual projects in writing and performing music are required.

32-101. HARMONY/COUNTERPOINT I (3)

This four-semester sequence of courses (32-101, 102, 301, 302) is designed to provide the student with a fundamental grounding in the theoretical, analytical, and stylistic aspects of Western Music. The focus of the course is upon the acquisition of skills in the notation, analysis, and construction of traditional music as it has developed since 1600.

32-102. HARMONY/COUNTERPOINT II (3)

See 32-101. Prerequisite: 32-101.

32-103. EAR-TRAINING/CONDUCTING I (1)

This course is designed to develop the aural perception skills of the music student in the identification and performance of intervals, chords, rhythms and harmonic sequences. Basic conducting techniques are included as an integral part of the rhythmic skills development. Prerequisite: Majors & Minors.

32-104. EAR-TRAINING/CONDUCTING II (1)

This course is designed to continue the development of elements described in 32-103. Prerequisite: 32-103.

32-107. KEYBOARD & FRETTED INSTRUMENT HARMONY (2)

A course designed to develop the student's awareness of harmonic suitability. Essentially a two track course with stress being given to melodic, harmonic, and rhythmic notational devices as well as to the selection of appropriate harmonies to given melodies at the keyboard or on a fretted instrument. Also included is vocal performance of printed music while playing appropriate harmonies. Course may be repeated for credit.

32-111. MUSIC APPRECIATION (2)

A general studies requirement, this course provides training and experiences which will enable the student to acquire an historical-social-aesthetic perspective, to comprehend musical concepts, to discriminate quality levels, to select satisfying and stimulating musical experiences, and to empathize with the creators and performers of music.

32-135. INTRODUCTORY CLASS PIANO (1)

Designed for students with little or no background in music or piano playing who wish to explore this aspect of creativity. Presuming a variety of learning adaptability, the course is individualized to the extent possible. Prerequisite: none.

32-136. CLASS PIANO (1)

Designed for music majors whose performing medium is not keyboards but who must develop skills for basic proficiency. Course may be repeated for credit. Prerequisite: Music Major.

32-137. VOICE CLASS (1)

Designed for the beginning student of voice. Voice placement, breathing, tone, diction, phrasing, and other vocal skills are stressed through use of correlated group vocalization and song literature. Permission of the instructor.

32-139. INTRODUCTION TO GUITAR (1)

A purely introductory course, this course will provide the student with techniques of tuning, maintenance, and care of the instrument as well as fundamental strumming, picking, and bar-chording techniques. Basic chord patterns and melodic devices are also included. Prerequisite: none.

32-140. BASIC GUITAR (2)

Designed for the student who possesses some knowledge but limited skills related to the guitar, this course will develop skills in chording, melodic picking, strumming moderately intricate rhythms, transposition with and without the use of the capo, and some limited music and chart reading. Permission of Instructor.

32-207. BASIC IMPROVISATION (2)

Designed to cover the fundamental aspects of improvising against non-changing and simple chordal structures. Appropriate scales, triads, and melodic sequencing are presented together with the development of the self-confidence necessary to self-expression. This course may be repeated with credit.

32-223. GENERAL MUSIC TECHNIQUES I (1)

One of three one-hour general music techniques courses required of all music education majors with a teaching emphasis in choral-vocal music, this course presents an overview of the objectives for general music in grades 5-8 and 9-12. In addition, it emphasizes teaching methods and formats for learning associated with singing and listening activities.

32-224. GENERAL MUSIC TECHNIQUES II (1)

This course is the second of three one-hour courses for general music teaching for grades 5-8 and 9-12. The focus is on developing techniques by which recreational instruments (e.g., recorder, guitar, ukulele, and keyboards) skills can be taught to general music students.

32-225. GENERAL MUSIC TECHNIQUES III (1)

This course is the third of three one-hour courses for general music teaching for grades 5-8 and 9-12. The focus is on developing techniques which will encourage general music students to pursue creative ventures in music. Time permitting, further attention will be given to a review of singing, listening, instrumental, and creative activities, topics dealt with in General Music Techniques I & II.

32-226. MUSIC MATERIALS AND PROCEDURES (3)

Course is required of all Elementary Education majors and is a study of the music program of the elementary schools. Music and teaching methods are presented for the areas of singing, listening, rhythmic responses, use of recordings, melody instruments, tuned and non-tuned rhythm instruments, and for creative experiences.

32-230. WOODWINDS TECHNIQUES I (1)

These courses (32-230, 231) are designed to acquaint Music Education students with the principles of woodwind playing techniques. The student will play all the woodwinds during the two semester sequence but will emphasize the four basic members of the family (clarinet, flute, oboe, bassoon). Prerequisite: Music Major.

32-231. WOODWINDS TECHNIQUES II (1)

See 32-230. Prerequisite: 32-230 or permission of instructor.

32-232. BRASS TECHNIQUES (1)

This course is designed to acquaint Music Education students with the principles of brass playing techniques. The student will play all the brass instruments during the semester. Pre-requisite: music education major.

32-233. STRING TECHNIQUES (2)

Designed for Music Education majors to acquaint them with the pedagogical principles of string performance. The student performs on all of the string instruments during the semester sequence. The method of organization involves two avenues: The development of the manipulative skills of the particular instrument and the study of teaching techniques associated with instrumental music as related uniquely to the strings.

32-234. PERCUSSION TECHNIQUES (2)

Designed for Music Education majors to acquaint them with the pedagogical principles of percussion performance. The student performs on all of the standard percussion instruments during the semester sequence. The method of organization involves two avenues: The development of the manipulative skills of the particular instrument and the study of teaching techniques associated with instrumental music as related uniquely to percussion.

32-299. SPECIAL STUDIES IN MUSIC (1-4)

Topics for special studies will be created as needed by the Music Department. This course may be repeated without limit with different topics.

32-300. WORKSHOP IN FOREIGN CULTURES (1-6)

An exposure to the artistic heritage of foreign countries is provided through a supervised study tour which also involves directed field study and an integrated series of pre-tour and post-tour lectures. Prerequisite: permission of the instructor. One to six hours, depending on the length and academic content of the tour. Further details may be obtained from the office of the department chairman.

32-301. ADVANCED HARMONY/COUNTERPOINT III (3)

This is a continuation of the four-semester sequence of courses (32-301, 102, 301, 302) which are designed to provide the student with a fundamental grounding in the theoretical, analytical, and stylistic aspects of Western Music. The focus of the course is upon the acquisition of skills in the notation, analysis, and construction of traditional music as it has developed since 1600. Prerequisite: 32-102.

32-302. ADVANCED HARMONY/COUNTERPOINT IV (3)

See 32-301. Prerequisite: 32-301.

32-303. EAR-TRAINING/CONDUCTING III (1)

Continuation of 32-104. Prerequisite: 32-104.

32-304. EAR-TRAINING/CONDUCTING IV (1)

Continuation of 32-303. Prerequisite: 32-303.

32-305. FORMS AND ANALYSIS (3)

The analysis of the structural forms of music from the simple phrase and period through the single-movement forms of both instrumental and vocal media forms the basis of this course. The approach utilizes analysis of existing music and the composition of representative examples. A survey of multi-movement forms and larger musical structures is included. Prerequisites: 32-302, 304.

32-306. COMPOSITION/ARRANGING (3)

This course is a study of the transpositions, ranges, registers, timbres, and idiomatic use of the standard orchestral and band instruments. The student will compose and arrange music for a variety of small and larger instrumental and vocal ensembles. Prerequisite: 32-305.

32-307. ADVANCED IMPROVISATION (2)

Course is intended as a continuation of 32-207 with increased emphasis upon the development of a personal style as well as upon more complex harmonic sequences, scales, and rhythmic-metric considerations. This course may be repeated with credit. Prerequisites: 32-107 and 32-207.

32-311. MUSIC HISTORY I (3)

A study of the evolution of the musical art in Western Civilization from the Baroque through the Romantic Periods (1600-1880).

32-312. MUSIC HISTORY II (3)

A study of music and musicians from the late Romantic to the present day; and, a survey of the evolution of the musical art in Western civilization from Antiquity through the Renaissance (1600).

32-315. SYMPHONIC LITERATURE (2)

A study of the evolution of the important forms of symphonic and other instrumental ensemble literature, with special emphasis given to symphonies and concerti considered most likely to be encountered in concerts. Prerequisite: 32-312.

32-316. CHORAL LITERATURE (2)

A study of the evolution of important forms of choral literature, interrelations of text and music, the art and practice of choral arrangement. Application to present day performances by public school and community choral organizations will be discussed. Prerequisite: 32-312.

32-317. VOCAL LITERATURE (3)

A survey of the standard vocal literature for soloist, both sacred and secular, ranging from the Renaissance through the 19th & 20th century art and folksong. Operatic repertoire will be included. Prerequisite: 32-312.

32-318. KEYBOARD LITERATURE (3)

A survey of the standard piano, organ and harpsichord literature, with special attention given to style characteristics and ornamentation. Prerequisite: 32-312.

32-321. INSTRUMENTAL PEDAGOGY (3)

A course designed to acquaint the music education student with the various aspects of managing a public school instrumental music program. Topics ranging from recruiting and testing-placement of beginning students to scheduling small ensembles, evaluation, and developing advanced players are included. While the emphasis is upon practical considerations, applications of modern learning theory are utilized. Prerequisites: 32-230, 231, 232.

32-322. VOCAL PEDAGOGY (3)

This course will acquaint the Music Education student with the various aspects of managing and coordinating a public school vocal music program. Special emphasis is upon the development of choral ensembles of varying sizes for students grades 7 through 12. Various types of music, scheduling, evaluation, and development of the young voice are topics included. While the emphasis is upon practical considerations, applications of modern learning theory is utilized. Prerequisites: 32-223, 224, 225.

32-323. MUSIC MATERIALS AND PROCEDURES FOR MUSIC EDUCATION MAJORS (2)

This course is required of all Music Education majors and is a study of the music program of the elementary schools. Music and teaching methods are presented for the areas of singing, listening, rhythmic responses, use of recordings, melody instruments, tuned and non-tuned rhythm instruments, and for creative experiences. Emphasis is placed on learning theories for the elementary school child, and recent pedagogical approaches such as Orff and Kodaly are introduced. An evaluation of current music series books and other materials is made, and comprehensive programs that provide continuous growth and direction from pre-school through the elementary grades are designed. Prerequisites: 32-102, 32-104.

32-327. HISTORY OF JAZZ STYLES (2)

The study of what jazz is, how to listen to jazz, and jazz heritage are examined. Jazz interpretation, improvisation, listening techniques, musical concepts of jazz, and influences of jazz styles are central points of this course. Historical and stylistic aspects of jazz are also considered.

32-329. MUSIC EDUCATION WORKSHOP (2)

A workshop designed to meet problems in music pedagogy pertinent to elementary teachers. Special emphasis is placed on the study of new materials and teaching techniques.

32-335. MARCHING BAND TECHNIQUES (2)

The organization of the marching band, rehearsal procedures, street and parade marching, field shows of all types, formation charting, precision-drill charting, and music arranging for the marching band. Prerequisite: Two-semesters of college marching band.

32-350. BAND (2-3)

The reading and performance of band literature and the participation in campus and off-campus concerts and programs. Activities include marching band, wind symphony, and rehearsal band. Variable credit as to responsibilities involved with the student's participation in the band program.

32-351. EURYTHMICS IN MUSIC ENSEMBLE PERFORMANCE (1)

Designed to provide a means through which students may learn to perform eurythmics and closely related movement activities with music ensembles. Permission of the band director.

32-360. CHOIR (2-3)

Choral literature from all periods of music history is studied and performed in campus and off-campus concerts and programs. Open to all college students each semester. Credit: Choir, three rehearsals per week, 2 credits; choir plus additional ensemble, five rehearsals per week, 3 credits.

32-361. PIANO (1-2)

Levels one through four. Private piano instruction is offered on eight levels and aims at the development of individual proficiency in technique and interpretation through the study and performance of the various keyboard styles found in the piano literature.

32-365. ORGAN (1-2)

Levels one through four. Private organ instruction is offered on eight levels and deals with the idiomatic problems of techniques and interpretation characteristic of this instrument as found in the standard literature.

32-371. VOICE (1-2)

Levels one through four. Vocal instruction is offered on eight levels. Individual proficiency is stressed in tone placement, phrasing, diction, and in other vocal skills.

32-375. GUITAR (1-2)

Levels one through four. Private instruction on acoustical guitar is offered from beginning through intermediate grades. Basic techniques are stressed, and individual proficiency is developed through the study of various styles.

32-381. BRASS INSTRUMENT (1-2)

Levels one through four. Private instruction is available on eight levels for the trumpet, French horn, trombone, baritone horn, and tuba. Individual proficiency is developed through the study of proper technique, embouchure, breath control, and manual dexterity. Standard repertoire for the respective instrument is studied.

32-385. PERCUSSION INSTRUMENT (1-2)

Levels one through four. Private percussion instruction is available on eight levels for the student interested in becoming a percussionist in such standard ensembles as the orchestra, band, jazz ensemble, and percussion ensemble. Standard repertoire for the respective instrument is studied.

32-391. WOODWIND INSTRUMENT (1-2)

Levels one through four. Private woodwind instruction is available on eight levels for the flute, clarinet, oboe, bassoon, and saxophone. Individual proficiency is developed through the study of proper technique, embouchure, breath control, and so forth. Standard methods and solo literature for the specific instrument are studied.

32-395. STRING INSTRUMENT (1-2)

Levels one through four. Private instruction is offered on six levels for the violin, viola, cello and string bass. Individual proficiency is developed through the study of such problems as fingering, bowing, intonation, and special effects. Standard methods and solo literature for the specific instrument are studied.

32-397. JUNIOR RECITAL (1)

During the Junior year, students pursuing a Bachelor of Arts degree in Performance are required to present a recital on their major instrument; students pursuing a Bachelor of Arts degree in Composition are required to present a program of original compositions.

32-401. SURVEY OF ELECTRONIC MUSIC (2)

Designed to explore the various techniques which have been utilized in the development of electronic music. This is a two-track course which emphasizes both the construction and analysis of music created through the use of tape techniques and the synthesizer. Original compositions are written for various electronic media.

32-403. ORCHESTRATION (3)

A study of the art of scoring for the symphony orchestra and other orchestral ensembles. Original compositions and arrangements for these groups are written. Prerequisite: 32-302.

32-404. MUSIC COMPOSITION I

Creative writing for a variety of media, with an emphasis on the development of an individual style. Prerequisite: 32-306.

32-405. MUSIC COMPOSITION II (3)

A continuation and extension of 32-404. Prerequisite: 32-404.

32-407. JAZZ/ROCK ARRANGING (2)

The study of idiomatic arranging styles for ensembles found in commercial music as well as practical arranging and resoring for public school ensembles in the fields of vocal and instrumental music. The student will demonstrate an ability to arrange in various jazz, rock, and popular styles of music with some emphasis on original composition and improvisation. Prerequisite: 32-302.

32-412. OPERA (3)

The study of the evolution of the standard types of operatic form from the early Baroque period to the contemporary scene. Selected operas regarded as especially important are analyzed.

32-413. MUSIC THEATRE (2)

A study of the materials, procedures, and techniques of a staged musical production to include conducting, coaching, accompaniment, arranging, singing, musical direction, and management as involved in both the preparation and presentation phases.

32-420. PERCUSSION ENSEMBLE (1-3)

Emphasis is placed on multiple-percussive techniques and literature. Permission of the instructor.

32-421. MUSIC RESEARCH AND INDEPENDENT STUDY (1-3)

Qualified juniors or seniors may pursue a course of independent study in their major area under the supervision of the appropriate faculty advisor. Students selected must exhibit outstanding ability and scholarship in their chosen area and must meet the requirements for the Independent Study Program as outlined elsewhere in this catalog.

32-423. PSYCHOLOGICAL FOUNDATIONS OF MUSIC (3)

A study of musical behavior including acoustics, perception, aesthetics, musical ability, affective response, and musical function. Related literature of experimental investigation will be reviewed.

32-424. ADVANCED VOCAL CONDUCTING (2)

A study of the art, technique, and problems relative to conducting and administering choral performing organizations. While public school choral ensembles receive the majority of attention, all other choral organizations are considered. Opportunities are available for practical experiences in conducting and related field observations of area performing ensembles. Prerequisites: 32-304.

32-425. ADVANCED INSTRUMENTAL CONDUCTING (2)

A study of the art, technique, and problems relative to conducting instrumental ensembles. Score preparation, stylistic considerations, and solutions to balance problems are among the topics covered. Opportunities are available for practical experiences in conducting and related field observations of area performing ensembles. Prerequisite: 32-304.

21-426. THE TEACHING OF MUSIC AND EDUCATIONAL MEDIA (3)

A course designed to aid the participants in constructing a working philosophy of music in the schools in which all music activities and courses can be viewed in proper perspective. In addition, emphasis will be placed on the refining of known skills as applicable to the means by which music objectives can be realized; developing and administering the band and choral programs, along with a review of instrumental and vocal techniques; conducting such specialized courses as music theory, history, and music appreciation; and examining appropriate teaching materials. Prerequisites: 32-424 or 32-425.

32-427. INSTRUMENT CARE AND REPAIR (2)

Designed for the instrumental student who intends to teach. Laboratory experience in the maintenance and repair of band instruments is coupled with a general review of the performance basics. Permission of the instructor.

32-430. WOODWIND ENSEMBLE (1-3)

The study of woodwind chamber music through performance. Ensemble instrumentation will vary from two to twenty-five as literature and enrollment dictate. Permission of the instructor.

32-440. BRASS ENSEMBLE (1-3)

A study of contemporary and earlier periods of brass literature. For two or more members. Permission of the instructor.

32-450. JAZZ ENSEMBLE (1-3)

The study and performance of jazz-rock music for the large ensemble. Idiomatic phrasing, improvisation and interpretation are emphasized. Permission of the instructor.

32-460. SHEPHERD COLLEGE RAMBLERS (1-2)

A course designed to give music majors and other interested students experiences in vocal jazz and other forms of "popular" music. Vocal techniques appropriate for stylistically accurate performances are emphasized and choreography is an integral component of the final product. By permission of the instructor through audition-interview, students will be admitted, assigned specialty tasks, and awarded the appropriate credit. Prerequisite: Permission of Instructor.

32-461. ADVANCED PIANO (1-2)

Levels five through eight. See 32-361.

32-465. ADVANCED ORGAN (1-2)

Levels five through eight. See 32-365.

32-470. CHAMBER SINGERS (1-3)

This elite performing organization is concerned with achieving advanced excellence in ensemble balance, rapport, technique, and style.

32-471. ADVANCED VOICE (1-2)

Levels five through eight. See 32-371.

32-475. ADVANCED GUITAR (1-2)

Levels five through eight. Private instruction on acoustical guitar from intermediate through advanced grades. Performance is stressed, and advanced literature is emphasized.

32-480. MASTERWORKS CHORALE (1-3)

Open to all campus and community singers as an opportunity to study and perform large choral works.

32-481. ADVANCED BRASS INSTRUMENT (1-2)

Levels five through eight. See 32-381.

32-485. ADVANCED PERCUSSION INSTRUMENT (1-2)

Levels five through eight. See 32-385.

32-491. ADVANCED WOODWIND INSTRUMENT (1-2)

Levels five through eight. See 32-391.

32-495. ADVANCED STRING INSTRUMENT (1-2)

Levels five through eight. See 32-395.

32-497. SENIOR MUSIC ACTIVITY (1)

All music majors are required to complete a Senior Music Activity during the final year. Prior to the middle of the second semester of Junior standing, a determination as to the nature of the Activity is made by the student's advisor after consultation with the other music staff members. The Senior Music Activity will assume the form of a Recital, Lecture-Recital, Project, or Recital-Project. Details are on file in the office of the Department Chairman.

32-498. SENIOR MUSIC SEMINAR (1)

A culminating course designed to review and synthesize information and skills gained through music coursework leading to the Senior year in music. Five sessions during one semester at three-week intervals. Required of all music majors. Prerequisite: completion of all music core courses.

NURSING

86-101. BASIC NEEDS (4)

This is the initial course in nursing upon which all other nursing courses build and expand. It is designed to develop in the student an awareness of Man and his basic needs, according to Maslow. The student also begins to recognize health problems as obstacles in meeting these needs. The nursing process is introduced and emphasized throughout each unit of the course. Corequisite: 86-103, 82-120, 82-121, 60-101, 81-225, 81-227.

86-102. NEEDS FROM BIRTH TO ADOLESCENCE (2)

This theory course introduces the student to the individual and his family from birth through adolescence. Major focus with the integrative approach is given to normal growth and development, health maintenance and common deviations in wellness of the infant, child and adolescent. Prerequisites: 86-101, 86-103. Corequisites: 86-104, 21-300, 81-226, 81-228, 22-203.

86-103. CLINICAL NURSING (4)

The student begins to develop the skills necessary to assist Man to meet his basic needs when he is unable to do so himself. The first part of the semester is spent in the college skills laboratory practicing basic nursing skills, while the latter half of the semester the student spends in a hospital setting providing basic nursing care for an assigned patient utilizing the nursing process. Corequisite: 86-101. Laboratory Component of 86-101.

86-104. CLINICAL NURSING (3)

The focus concerns the normal growth and developmental tasks of the family and members of the family unit through the stages in the life cycle of Man. Emphasis is given to the normal development, as well as possible deviations from the normal, in the early years of the child. Each student will be scheduled to spend seven weeks (12 clinical hours weekly) at clinical agencies designated for utilization by the nursing faculty. Corequisite: 86-102. Laboratory Component of 86-102.

86-106. HEALTH CARE NEEDS OF WOMEN (2)

Course emphasizes reproduction as a normal physiological response. Deviations which affect family roles and common, recurring health problems of women are explored. Prerequisites: 86-102, 86-104. Corequisite: 86-108.

86-108. CLINICAL NURSING (3)

The student builds on the previous phases of the nursing process. Communication skills are increased as the student includes teaching in the plan of care. The focus is on the child bearing function of the family and deviations that may occur during the reproductive cycle. Each student will be scheduled to spend seven weeks (12 clinical hours weekly) at a clinical agency designated for utilization by the nursing faculty. Corequisite: 86-106. Laboratory Component of 86-106.

86-201. INTRODUCTION TO UNMET NEEDS (2)

Course focuses on the needs, problems and nursing care of patients manifesting varying degrees of mental health-illness. Various psychodynamic theories are explored in relationship to the development of the individual. Prerequisites: All previous nursing courses. Corequisites: 86-203, 86-220, 81-302.

86-202. SELECTED UNMET NEEDS II (3)

Course focuses on selected, common recurring health problems which threaten Man's ability to meet his needs. All age groups which develop such problems will be examined. Current concepts in nursing, technique and practice will be included. Nursing action assists in the move toward health or death with dignity. Prerequisites: All previous nursing courses. Corequisites: 86-204, 73-203, elective.

86-203. CLINICAL NURSING (3)

Course assists students in establishing, maintaining and terminating effective one-to-one interactions with individuals and groups of people exhibiting psychosocial problems. Corequisite: 86-201. Laboratory Component of 86-201.

86-204. CLINICAL NURSING (3)

Course will identify selected complex health problems within the practice of nursing. Nursing care will be planned with individuals and families to re-establish and maintain health and prevent illness within the complex care setting. Corequisite: 86-202. Laboratory Component of 86-202.

86-205. SELECTED UNMET NEEDS I (2)

Course focuses on selected, common, recurring needs/problems which threaten Man's ability to meet his basic and higher needs. All age groups which experience such needs/problems will be examined. Current concepts in nursing theory assists in the move toward health or death with dignity. Prerequisites: All previous nursing courses. Corequisite: 86-207, 86-220, 81-302.

86-206. SELECTED UNMET NEEDS III (3)

Course is the continuation and completion of Selected Unmet Needs I and II. Prerequisites: All previous nursing courses. Corequisite: 86-208.

86-207. CLINICAL NURSING (3)

Course will identify selected common, recurring health problems within the practice of nursing. Nursing care will be planned with individuals and families to re-establish and maintain health and to prevent illness utilizing the nursing process. Corequisite: 86-205. Laboratory Component of 86-205.

86-208. CLINICAL NURSING (3)

Clinical course focuses on unmet needs of a small group of patients. This experience is designed to prepare the student for transition to beginning practitioner. Prerequisite: All previous nursing courses. Corequisite: 86-206. Laboratory Component of 86-206.

86-220. TRENDS IN NURSING (2)

Course is based on an adaptation of Maslow's Hierarchy of Needs as they relate to the basic needs of beginning practitioners of nursing. Current issues in ethics, legal aspects, professional organizations, nursing education, and patterns of practice are emphasized. Prerequisites: All previous nursing courses. Corequisites: 86-201, 86-203, 86-205, 86-207, 81-302.

86-231. INTRODUCTION TO NURSING (2)

Course is designed to provide an overview of the history of nursing, basic communication skills, professionalism, educational trends, and research in nursing. Shepherd College's Department of Nursing Educational Conceptual Framework is introduced as the foundation for subsequent nursing courses.

86-301. PHARMACOLOGY FOR NURSES (3)

Course is designed to introduce the structure, mechanisms of action and clinical application of drugs currently in use. Emphasis is on the nurse's understanding of general pharmacological principles and on a survey of a wide spectrum of agents. Chemical aspects of pharmacology are stressed where they contribute significantly to the understanding of drug action.

86-311. NURSING I INTRODUCTION TO HEALTH CARE (4)

Course is designed as the foundation from which all other nursing courses develop and expand. The theoretical concepts of holistic Man, the nursing process, and the health-illness continuum are emphasized. The student begins to recognize factors that influence Man's position to the health-illness continuum and to utilize the nursing process to maximize Man's level of health. Prerequisite: 86-231.

86-313. NURSING I-A CAMPUS SKILLS LABORATORY (3)

Course is designed to introduce the student to beginning nursing skills. Basic physical assessment, interpersonal and psychomotor skills are emphasized. The student will demonstrate the nursing skills under the supervision of faculty in the campus laboratory and in selected health care settings. Corequisite: 86-311.

86-315. NURSING I-B CLINICAL COMPONENT (3)

Course is designed to correlate theory with practice by providing the student with experiences to develop the skills necessary to assist Man to maximize his level of health. The course includes the goals of health care with emphasis on restoration and rehabilitation. The student is assigned learning experiences in selected acute care settings. Corequisite: 86-311.

86-316. NURSING II HEALTH CARE OF THE ADULT (3)

Course is designed to introduce concepts that emphasize the restoration, rehabilitation, and prevention goals of health care for the adult client as a member of a family unit. The student applies the nursing process with a holistic approach in the examination of common, uncomplicated alterations in adult health. Prerequisites: 86-311, 313, 315.

86-318. NURSING II CLINICAL COMPONENT (3)

Course is designed to correlate theory with practice by providing the student with clinical assignments to apply the nursing process. The focus is on caring for clients with selected uncomplicated alterations in health in the acute setting. The emphasis of nursing care is on health care goals of restoration, rehabilitation, and prevention as the student assists the client to maximize his level of health. Corequisite: 86-316.

86-320. NURSING III MENTAL HEALTH CARE (3)

Course is designed to introduce the concepts in holistic mental health care for individuals, families and communities. Utilizing the nursing process, alterations in mental health and the therapeutic modalities for restoration, rehabilitation, prevention and promotion are examined. The course also outlines implications for the mental health nursing care of the client throughout the developmental cycle. Corequisite: 86-316.

86-322. NURSING III CLINICAL COMPONENT (3)

Course is designed to correlate theory with practice by providing the student with clinical opportunities in individual and group settings to apply the nursing process when caring for clients with alterations in mental health. Corequisite: 86-320.

86-411. NURSING IV COMMUNITY HEALTH CARE (3)

Course is designed to outline the major conceptual foundations of community health care and clarify the nature and practice of community health nursing. Utilizing a holistic view of the community as a client, the course incorporates values, developmental and cultural aspects, health teaching, crisis intervention, environmental influences and health care research. Prerequisite: 86-320.

86-413. NURSING IV CLINICAL COMPONENT (2)

Course is designed to correlate theory with practice by providing the student with clinical opportunities to apply the nursing process in community health care settings. Considering the health care goals of promotion, prevention, rehabilitation, and restoration, the student will assist the client, family, and community to a maximized level of health. Corequisite: 86-411.

86-415. NURSING V HEALTH CARE OF THE ADULT: GERONTOLOGICAL FOCUS (3)

Course is designed to examine the goals of health care for the adult and gerontological client and family, while focusing on restoration, rehabilitation, and prevention. This course builds upon knowledge gained in Nursing II, Health Care of the Adult. The student applies the nursing process with a holistic approach while investigating multiple alterations in adult health. Prerequisite: 86-320.

86-417. NURSING V CLINICAL COMPONENT (3)

Course is designed to correlate theory with practice by providing the student with clinical opportunities to apply the nursing process when caring for adult and gerontological clients with selected multiple alterations in health. The emphasis of nursing care is on health care goals of restoration, rehabilitation, and prevention in a variety of health care settings. Corequisite: 86-415.

86-419. NURSING VI HEALTH CARE OF WOMEN (3)

Course is designed to introduce concepts of health care for the female during the adults years of the life cycle. Utilizing a holistic approach and the nursing process, the needs of the family during pregnancy, labor, delivery, and postpartum will be addressed. Current trends in the health care goals of prevention, promotion, restoration and rehabilitation are discussed. Further content incorporates health issues and gynecologic needs that commonly affect women. Prerequisites: 86-415, 417.

86-421. NURSING VI CLINICAL COMPONENT (3)

Course is designed to correlate theory with practice by providing the student with clinical opportunities to apply the nursing process in caring for the family during the prenatal period, labor, delivery and postpartum. Further clinical experience is provided in the care and teaching of females with gynecological needs. Corequisite: 86-419.

86-422. NURSING VII HEALTH CARE OF CHILDREN AND FAMILIES (3)

Course is designed to introduce the concepts of health care for children and families. Utilizing a holistic approach, the course will emphasize normal growth and development of infants, children and adolescents and the health care goals of promotion, prevention, rehabilitation and restoration. Prerequisite: 86-419.

86-424. NURSING VII CLINICAL COMPONENT (2)

Course is designed to correlate theory with practice by providing the student with clinical opportunities to apply the nursing process in caring for children and families. Considering the health care goals of promotion, prevention, rehabilitation and restoration, the student will assist the client and family to maximize his level of health in a variety of settings. Corequisite: 86-422.

86-426. NURSING VIII HEALTH CARE OF THE ADULT: COMPLEX CARE FOCUS (3)

Course is designed to examine the care of the adult client and his family while focusing on health restoration and rehabilitation of complex multiple alterations in health. This course represents a synthesis of knowledge gained in all prerequisite nursing courses. Prerequisite: 86-422.

86-428. NURSING VIII CLINICAL COMPONENT (2)

Course is designed to correlate theory with practice by providing the student with clinical opportunities to apply the nursing process when caring for clients and families while focusing on complex multiple alterations in health. Throughout this course, the student will be expected to perform dependent, collaborative and independent functions with increasing competency. Corequisite: 86-426.

86-430. ISSUES IN HEALTH CARE (2)

Course is designed to focus on current issues influencing professional nursing practice. Professionalism, standards of practice, research health care economics and ethical and legal aspects of nursing care will be emphasized.

86-432. MANAGEMENT OF HEALTH CARE (3)

Course is designed to prepare the professional nurse for management and leadership roles in the health care setting. In this course, the student will examine the management process of planning, organizing, staffing, directing and controlling the appropriate aspects of health care. Emphasis will be placed upon organizational structure and behavior, political influences, the nurse manager's functions within the organization, and the utilization of nursing research. Clinical Opportunities to apply knowledge in selected management, leadership, and political settings are designed to enable the student to correlate management theory with practice based upon nursing research. Corequisite: 86-430.

PARK ADMINISTRATION**79-201. INTRODUCTION TO PARK ADMINISTRATION (3)**

An introductory survey of the broad spectrum of the park administration field, including the philosophies of administration; the role of parks in modern society, and their impact upon surrounding areas; and, the interrelationship of parks, tourism, natural and historic environment, and leisure time. Current developments in the field will be examined.

79-301. PARK MANAGEMENT I (3)

An investigation of the theories, practices, economics, and problems fundamental to the use of land and related resources for park purposes. Also, the organization, administration, and policy of different types of parks will be examined with emphasis upon program development, park management practices, and park operation plans. Prerequisite: 79-201.

79-302. PARK MANAGEMENT II (3)

Students will concentrate on the specific management problems of law enforcement methods and procedures, capital and program budgeting, activity scheduling, personnel practices, and maintenance concerns. Prerequisites: 79-201 and 79-301.

79-310. PARKS IN THE URBAN SETTING (3)

An examination of the organization and functional objectives of municipal, regional, and national urban parks. The types of facilities, locational factors, and relationships with urban health and social service programs will be investigated. Prerequisite: 79-201.

79-401. STATE AND FEDERAL PARK POLICY (3)

Considers the origin, evolution, and significance of public policy in park development on the state and national levels in the United States. Other contents will be the historic, legal, and social background for use of land for park purposes. Prerequisite: 79-201.

79-410. PROBLEMS IN PARK ADMINISTRATION (1-4)

Individual research or projects by advanced undergraduates on selected topics in the park administration field. The proposed study must have the prior approval of the presiding professor before registration. Prerequisites: Senior classification and consent of park administration professor.

79-450. DIRECTED FIELD PLACEMENT (1-6)

A student will be placed with an appropriate park administrative agency after the junior year to participate in and observe the day-to-day operations of a park. Although flexible arrangements could be formulated for placement, it is preferred that this experience be completed in one semester or summer. For details, the manual for park administration field placements should be consulted. Prerequisites: 79-201, 79-301 and 79-302.

PHILOSOPHY**76-101. INTRODUCTION TO PHILOSOPHY (3)**

An introductory consideration of language, meaning, and inference; of knowledge, truth, and certainty; of types (schools) of philosophy; of arguments regarding the existence of God; and of values.

76-210. SOCIAL PHILOSOPHY (3)

Analysis of theories of the nature of man, social institutions, social ethics, social purposes, patterns of relationship, and the problem of freedom and regulation.

76-304. PHILOSOPHY OF RELIGION (3)

An analysis of certain elements of religious thought. Problems of religious language, knowledge, and faith, the existence of God and evil will be examined from various religious perspectives.

76-305. HISTORY OF PHILOSOPHY (3)

Survey of the major movements in philosophy from ancient Greece to the twentieth century.

76-306. TWENTIETH-CENTURY PHILOSOPHY (3)

Emphasis on pragmatism, existentialism, and analytic philosophy.

76-315. ETHICS (3)

Problems of choice within the context of society as considered by representatives of various philosophical and Christian traditions.

PHOTOGRAPHY

(SEE ALSO ART, GRAPHIC DESIGN AND PHYSICS)

35-181. BLACK & WHITE PHOTOGRAPHY I (3)

Fundamentals of black and white photography and darkroom techniques. Basic film processing and printing. Basic lighting and exposure selection. Composition, visual thinking, and use of auxiliary lenses.

35-182. BLACK & WHITE PHOTOGRAPHY II (3)

A continuation of black and white I. Processing and printing of 120 and 4 x 5 size film. Zone system of exposure and development. Filters, advanced printing techniques. Prerequisites: 35-181, 35-280.

35-280. VISUAL FUNDAMENTALS OF PHOTOGRAPHY (3)

An introductory course which explores, through student emulation and experimentation, the compositional sensibilities and aesthetic strategies of both historic and contemporary photographers.

35-281. STUDIO PHOTOGRAPHY I (3)

This course serves as an introduction to the methodology and technology of studio photography. Emphasis is placed upon product and portrait photography, table-top design, and lighting techniques. Prerequisite: 35-182.

35-381. BASIC PHOTOGRAPHY (3)

Fundamental course in black-and white photography and darkroom techniques for non-photo art majors. Basic film processing and printing. Basic lighting and exposure selection. Composition, visual thinking, and use of auxiliary lenses with an emphasis upon the aesthetic considerations of photography.

35-383. STUDIO PHOTOGRAPHY II (3)

A continuation of the methodologies and technologies encountered in Studio Photography I but with greater emphasis being given to field work; e.g., set design, location portraiture, interiors, architecture. Prerequisite: 35-281.

35-384. PHOTOJOURNALISM (3-6)

The tools and techniques of the news media and of business, public-relations, journalistic, sports and publicity photography are covered. Emphasis on small-format cameras, electronic flash and available-light photography. Examination of single picture, short picture stories, feature-story photography, layout and captions.

35-385. PORTRAIT PHOTOGRAPHY (3-6)

Studio and outdoor portraiture are covered, including the fundamentals of lighting, posing and three-quarter and full-length figure. Emphasis on composition and psychology of obtaining expression. Use of lighting sources, including natural illumination, conventional studio equipment and electronic flash.

35-479. PROJECTS WORKSHOP IN PHOTOGRAPHY I (3)

Photographic philosophies and professional practices are presented through problems and lectures by professionals from the photography community. In addition, the course will include field trips to studios. Professional career programs will also be considered with an emphasis upon the portfolio. Prerequisite: 35-383.

35-480. PROJECTS WORKSHOP IN PHOTOGRAPHY II (3)

A continuation of the photographic philosophies and professional practices presented in 35-479. Problems and lectures by professionals as well as field trips to major professional studios will be the primary focus of the course. Prerequisite: 35-383.

35-481. GRAPHIC DESIGN PHOTOGRAPHY I (3)

This course introduces the student to the working relationship between graphic design and photography. Emphasis is upon the procedures and technology for producing photographs for reproduction. Prerequisite: 35-383.

35-482. GRAPHIC DESIGN PHOTOGRAPHY II (3)

A continuation of 35-481, this course further explores the relationship between photography and graphic design with an emphasis on photographic preparation for graphic reproduction. Prerequisite: 35-383.

35-484. COLOR PHOTOGRAPHY (3-6)

A basic course in natural color photography. Includes fundamental principles, techniques, and applications of reversal and negative-subtractive color materials and equipment used in the production of color prints and transparencies. Discussion of the special demands of color technique, color relationships, light qualities and the kinds of characteristics of film.

35-485. COLOR PHOTOGRAPHY II (3)

A continuation of the methods and techniques presented in Color Photography I but with a greater emphasis placed upon color sensibilities and large format work as applied to product and field work. Prerequisite: 35-484.

35-486. EXPERIMENTAL PHOTOGRAPHY (3-9)

The principles of design and composition are considered through representational and non-representational forms. Personal exploration of photographic means to achieve photographs of high quality. Use of conventional and experimental techniques including photographic essay, posterization, multiple exposure, grain, blur, high contrast and macro-techniques.

35-487. PRACTICUM IN PHOTOGRAPHY (6)

Supervised off-campus work experience in photography or an allied field. Seminars will be held to evaluate the integration of theory and practice.

PHYSICAL EDUCATION**43-104. FOUNDATIONS OF PHYSICAL EDUCATION (3)**

Course enables students to gain an overview of the health and physical education profession. Philosophy, history, and professional backgrounds will be presented, as well as psychological, sociological, and scientific principles of sport and physical activity.

43-110. ELEMENTARY SCHOOL PHYSICAL EDUCATION ACTIVITIES (3)

Course will develop a working knowledge of the fundamental movement patterns as they relate to action songs, folk & square dance, games, creative movement and rhythmical activities. In addition, teaching methods, program planning, and teaching opportunities in the public school system will be emphasized. (This course is restricted to students NOT majoring in physical education).

43-125. ADVANCED LIFE SAVING (1)

Course emphasizes water safety skills. Satisfactory completion of this course certifies the student in Senior Life Saving by the American Red Cross. Students should be able to swim 500 yards continuously, using front crawl stroke, side stroke, a stroke done on the back using an inverted scissors or breaststroke kit, and breaststroke.

43-126. WATER SAFETY INSTRUCTOR (2)

Course emphasizes swimming skills from the beginner's through the advanced skills and also includes methods of teaching swimming skills. Satisfactory completion certifies the student as a Water Safety Instructor by the American Red Cross. Prerequisite: ARC Advanced Life Saving Certificate.

43-193. EXTRAMURAL SPORTS (1)

Provides instruction in the skills, techniques, and rules required for participation in an intercollegiate sport. Participation is required in practice sessions and intercollegiate athletic events on and off campus. Can be taken a maximum of four semesters. Permission of instructor required.

43-246. AQUATICS (1)

Designed to teach the non-swimmer beginner skills of swimming, to present the beginner with intermediate basic skills of several strokes, along with other basic water safety and rescue skills, and to introduce the swimmer to the understanding of good strokes and water safety skills.

43-301. ELEMENTARY SCHOOL PHYSICAL EDUCATION I (2)

Presents the basic movement education teaching model for elementary children. Students will apply the principles and methods of this teaching model through the presentation of action songs, games, dances, stunts and tumbling, and elementary track.

43-302. ELEMENTARY SCHOOL PHYSICAL EDUCATION II (2)

Presents the basic movement education teaching model for elementary school children. Students will apply the principles and methods of this model through the presentation of locomotor movement, non-locomotor movement, manipulative activities, movement exploration, creative rhythmics and rhythmical movement. Prerequisite: 43-301.

43-315. TEACHING TUMBLING AND GYMNASTICS (2)

Gives future teachers of physical education an opportunity to learn the fundamental skills of tumbling and gymnastics. Teaching methods and safety skills will be emphasized in the class. Class members will be given an opportunity to participate as student instructors in the General Studies Tumbling and Gymnastics courses.

43-325. TEACHING TEAM SPORT ACTIVITIES (3)

Designed to prepare future teachers of physical education to teach team sports such as football, basketball, soccer, baseball, volleyball and others. Emphasis will be on teaching team sports, including rules, skill analysis, practice and safety. Prerequisite: Completion of General Studies Physical Education for majors I and II.

43-326. TEACHING INDIVIDUAL ACTIVITIES (3)

Designed to prepare future teachers of physical education to teach individual lifetime activities such as tennis, badminton, golf, bowling, archery and others. Emphasis will be on teaching lifetime activities, including rules, skill analysis, practice and safety. Prerequisite: Completion of General Studies Physical Education for majors I and II.

43-370. APPLIED ANATOMY AND PHYSIOLOGY (4)

Course should give the student a background in Anatomy and Physiology, and then through lab work, demonstrate how the physiological functions change with exercise. Prerequisites: 43-224 or 47-225, 81-101, 81-102.

43-380. PERCEPTUAL MOTOR LEARNING (2)

Designed to acquaint the student with the different aspects of learning motor skills. It will further enable the students to recognize deficiencies related to motor learning and adjust teaching procedures to cope with inherent disabilities.

43-390. ADMINISTRATION OF AQUATIC PROGRAMS (3)

Provides basic knowledge needed by aquatic administrators and pool managers. It considers the organization and planning of aquatic programs and facilities, pool chemistry, health standards, legal implications, and special programs.

43-401. TEACHING ADAPTED PHYSICAL EDUCATION (3)

Acquaints the student with the problems underlying the need for an adapted physical education program. The course will cover the organization and administration of special physical education programs for the handicapped. Out-of-class field experiences required.

43-405. APPLIED KINESIOLOGY (3)

Enables the student to understand and apply the principles of mechanics of body movement to sports and other activities. Prerequisite: 43-224 or 47-225.

43-406. CURRICULUM AND ADMINISTRATION OF PHYSICAL EDUCATION (3)

Enables personnel in physical education and related fields to understand and interpret the philosophy, principles, problems, policies and procedures essential to the development of desirable programs in those fields.

43-410. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION (2)

Enables the student to develop testing and measuring techniques applicable to physical education.

43-430. TEACHING ELEMENTARY SCHOOL PHYSICAL EDUCATION (3)

Designed to study curriculum and instruction of physical education grades K through six. This course will emphasize application of content learned in 43-301 and 43-302 within the real world setting of the elementary school. Prerequisite: 43-301, 43-302.

43-490. INDEPENDENT STUDY IN PHYSICAL EDUCATION (1-3)

Designed primarily for seniors with averages of 3.0 or above who are seeking an opportunity for the investigation of professional problems. This study is particularly recommended for those students who plan to do graduate study in physical education or its related fields. Permission of the Division Chairman is required for enrollment in this course.

PHYSICS**83-201. COLLEGE PHYSICS (4)**

An introductory treatment of fundamentals of mechanics, heat, and sound. Three one hour lecture periods and one 2-hour laboratory per week.

83-202. COLLEGE PHYSICS (4)

An introductory treatment of the fundamentals of electricity, magnetism and light. Three one hour lecture recitation periods and one 2-hour laboratory period per week. Prerequisite: 83-201.

83-221. GENERAL PHYSICS (4)

A calculus-based treatment of fundamentals of mechanics, heat, and sound. Three one hour lecture periods and one 2-hour laboratory per week. Pre-or corequisite: 85-207.

83-222. GENERAL PHYSICS (4)

A calculus based treatment of the fundamentals of electricity, magnetism and light. Three one hour lecture recitation periods and one 2-hour laboratory period per week. Prerequisite: 83-221 and 85-208.

83-300. ELECTRONICS (4)

A development of the fundamental concepts and principles of vacuum-tube and semiconductor theory and their application to such circuits as power supplies, amplifiers and oscillators. Prerequisites: 83-201 and 83-202 and consent of instructor. Offered upon sufficient demand.

83-305. PHOTOGRAPHY (3)

An introductory course in photography primarily intended for recreation majors and students in elementary education, but open to others whose interests may be served. Simple applications of photographic techniques will be stressed through individualized activities. Auto-tutorial materials will be employed. Course work will consist of exercises directed toward developing competencies in classroom and recreational photography.

83-310. PHOTOGRAPHIC SCIENCE (3)

An introductory course covering the chemistry and physics of photography. The characteristics of various cameras, lenses, filters, light sources and photographic emulsions will be considered. Some laboratory exercises will be carried out.

83-319. MECHANICS (4)

A development of the fundamental concepts and principles of mechanics, using mathematical methods. Prerequisites: 83-201 and consent of instructor. Offered upon sufficient demand.

83-320. HEAT (4)

A development of the fundamental concepts concerning heat, the gas laws and elementary thermodynamics. Prerequisites: 83-201 and consent of instructor. Offered upon sufficient demand.

83-321. LIGHT (4)

An examination of the fundamental principles of geometrical and physical optics. Work is done in optical instruments, spectrometry, interferometry and polarization. Prerequisites: 83-212 and consent of instructor. Offered upon sufficient demand.

83-322. ELECTRICITY AND MAGNETISM (4)

An introduction to the theory of electricity and magnetism and to its application in practical problems. Prerequisites: 83-202 and consent of instructor. Offered upon sufficient demand.

83-323. INTRODUCTION TO MODERN PHYSICS (4)

An introduction to contemporary atomic physics. Particle analysis, phenomena connected with the structure of the atom. Radioactivity and evidence for the planetary model of the atom are treated. Electron and nuclear masses and charges are also considered. Prerequisites: 83-201 and 83-202 and consent of instructor. Offered upon sufficient demand.

83-401, 83-404. SPECIAL PROJECTS (1 each)

Experimental and theoretical research projects in specific areas of physics. Project assignment dependent upon student's ability and interest.

POLITICAL SCIENCE**72-100. POLITICS AND GOVERNMENT (3)**

A consideration of concepts and issues essential to the understanding and study of politics. Classical and modern theories of the political system, including communism, fascism, democracy, and socialism are examined in an American and international context — including study of specific nations (e.g. U.S.S.R., Britain, China, etc.). The approach of this course will be both empirical and normative.

72-101. AMERICAN FEDERAL GOVERNMENT (3)

A study of the functions and administration of the government of the United States.

72-102. STATE AND LOCAL GOVERNMENT (3)

A study of the functions and administration of the government on the state and county levels.

72-201. INTRODUCTION TO PUBLIC ADMINISTRATION (3)

An introductory study of the development, organization, procedures, processes, and human relations factors in governmental administration. Particular emphasis will be placed on the study of administrative practices in the Federal, state, and local governments in the United States. Prerequisites: 72-101 and 72-102 or the equivalent.

72-301. PUBLIC POLICY (3)

Study of the public policy development and implementation in the United States, with emphasis on the ways in which cultural, political, and institutional factors may inhibit or expedite pursuit of public policies designed to meet societal needs; and with consideration of selected contemporary issues of public policy within this framework. Prerequisite: 72-101.

72-309. PRESIDENT AND CONGRESS (3)

Study of the ways in which Presidents and Congressmen attempt to meet their responsibilities within the context of the institutional and political features of the American system; an examination of the complex relationships between President and Congress; and a consideration of President and Congress in relation to past, present, and possible future settings. Prerequisite: 72-101.

72-310. POLITICAL PARTIES (3)

A study of the nature, growth, and methods of political parties and the conduct of elections.

72-315. EARLY POLITICAL THEORY (3)

A general survey of leading theories from ancient times to the present. Includes an opportunity to study the influence of political and social ideas upon the fundamental institutions of modern societies.

72-316. RECENT AND CONTEMPORARY POLITICAL THEORY (3)

The recent schools of political thought are presented with particular emphasis on the basic ideologies of contemporary period.

72-325. COMPARATIVE GOVERNMENTS (3)

A comparative study of modern political institutions with particular attention of European government and politics.

72-326. COMPARATIVE GOVERNMENTS (3)

An examination of the governments of the Soviet Union, Communist China, and Eastern Europe. Their ideology, theory, institution, leadership and politics, and their relations with other communist countries will be emphasized.

72-400. THE SUPREME COURT AND CONSTITUTIONAL LAW (3)

Examines the Supreme Court as a legal and political decision-making body; analyzes the development of the American constitutional system, the evolution of fundamental doctrines in constitutional law, and the nature of Supreme Court opinions; relates Supreme Court decisions to contemporary political, social, and economic problems.

72-401. CONSTITUTIONAL LAW: CIVIL RIGHTS AND CIVIL LIBERTIES. (3)

Examines Supreme Court cases and doctrines on freedom of speech, press and association, on race and sex discrimination, on privacy, on protection of criminal defendant, and on related questions; emphasizes recent decisions and on-going development of guidelines and doctrines by the present Court; relates constitutional issues to political issues involving civil rights and civil liberties.

72-403. INTERNATIONAL RELATIONS (3)

Surveys the political relationship among states, emphasizing methods and goals of diplomacy. It also analyzes concepts like the balance of power, collective security, and the peaceful settlements of disputes.

72-404. INTERNATIONAL ORGANIZATION OR WORLD GOVERNMENTS (3)

Examines the theory and structure of international organization with special emphasis on the U.S. The other organizations which will be discussed include N.A.T.O., European Common Market, SEATO, OAS, and other regional organizations.

72-407. INTRODUCTION TO INTERNATIONAL LAW (3)

A survey of the nature, sources, and development of international law. Study of substantive elements through case studies will be stressed.

72-412. METROPOLITAN POLITICS (3)

An examination of local government in metropolitan areas; emphasis is placed on economic, demographic, and political characteristics of the urban community and their implications for effective and responsive government. Prerequisites: 72-101 and 72-102.

72-413. TECHNIQUES OF RESEARCH (3)

An opportunity for independent study and preparation for graduate work. Included are methodology, historiography, and extensive work with source materials. This course is recommended for both History and Political Science majors.

72-443. INTERNSHIP IN GOVERNMENT (1-15)

This course provides full- or part-time work experience in federal, state, or local agencies so that a student might gain practical knowledge in the formulation and implementation of public policies. Participants must submit proposals during the semester preceding the internship to the Division Chairman and to the faculty member responsible for the internship program in the division. The proposal must describe the internship itself, the agency coordinator, the supplementary readings and other expectations, the process of evaluation, and the number of hours to be granted upon successful completion. All proposals must be approved by the Division Chairman and the Academic Dean; if more than one division is involved in the internship, the proposal must have the approval of the respective chairmen and the Academic Dean. Candidates for the Public Service-Learning Internship Program coordinated by the West Virginia Board of Regents must apply under the guidelines set by the Board to the Coordinator of the Government Internship Program of the college.

PSYCHOLOGY**22-203. INTRODUCTION TO PSYCHOLOGY (3)**

A survey course introducing the core areas of psychology, including an introduction to Neuropsychology, learning, personality, and abnormal psychology.

22-204. GENERAL PSYCHOLOGY (3)

A continued survey of the basic areas of psychology. The course includes such topics as emotion and motivation, intelligence and creativity, perception, and adjustment. Prerequisite: 22-120.

22-301. ADOLESCENT DEVELOPMENT (3)

Designed for those with a professional interest in adolescence. Course content emphasizes cognitive, physical, and psychosocial-affective variables which affect adolescent development.

22-305. SOCIAL PSYCHOLOGY (3)

A study of the interaction of individuals in group situations, the products of collective activity, and their influence upon the individual. Prerequisite: 22-203.

22-310. PSYCHOLOGY OF PERSONALITY (3)

A study of a variety of theories of personality determinants, structure, and functioning. Prerequisite: 22-203

22-311. INTRODUCTION TO CLINICAL PSYCHOLOGY (3)

An introduction to the methods, techniques, and approaches to an understanding of personality and the treatment of emotional disturbances.

22-312. PRACTICUM IN PSYCHOLOGY I (3)

This course consists of on-sight practical experience and a supervisory discussion/content seminar related to paraprofessional work in psychology in one of the following areas: (1) Teaching (2) Research (3) Clinical work. Prerequisite: Permission of the Psychology faculty.

22-313. PRACTICUM IN PSYCHOLOGY II (3)

Same course description as 22-312. A second practicum in Psychology. Prerequisite: 22-312.

22-314. FIELD EXPERIENCE IN ART THERAPY (3)

Same course description as 22-312, Practicum in Psychology. This course shall function separately in title only from that of 22-312, Practicum in Psychology. In order to meet undergraduate art therapy recommendations of the American Art Therapy Association, it is necessary for the practicum to be identified as "Field Experience in Art Therapy." The course will be offered at the same time, etc., as 22-312 (when demanded) and will meet all the requirements and expectations of 22-312.

22-316. ART THERAPY (3)

An introduction to therapeutic techniques using artistic productions as an aid to psychotherapy. The course involves an analysis of approaches with specific clinical populations; e.g., juvenile delinquents, geriatric clients, etc. This course also includes an historical and theoretical appraisal of the use of art therapy in both clinical practice and research.

22-320. HUMAN SEXUAL BEHAVIOR (3)

A course designed to investigate the scope of intrapersonal and interpersonal human sexual behavior. A psychological approach is emphasized, examining the acquisition of sexual scripts through learning, varieties of sexual experience, both typical and atypical, and the psychodynamics of sexual adjustment. Prerequisite: 22-203.

22-321. INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

The application of psychological theory and methodology to individuals and groups in organizational settings. Topics include managerial appraisal and consultation, employee training and development, personnel research, improving employee relations, and designing optimal work environments.

22-325. HEALTH PSYCHOLOGY (3)

This course explores contemporary trends and techniques in the field of health psychology. Included are such topics as psychological intervention in physical illness, adherence, activity level, obesity, smoking prevention, acute and chronic stress, stress appraisal, delay in seeking treatment, immunological competence, interventions with children, lifestyle change programs, holistic psychology and the health care system.

22-326. PSYCHOLOGY OF ALCOHOLISM (3)

Study of the psychological, and social factors in alcohol abuse. Topics include family patterns, genetic factors, stress, personality dynamics, alcoholism as a mental disorder, prevention and treatment.

22-328. DANCE THERAPY (3)

Survey of dance movement therapy, its evolution, theoretical approaches, principles, goals, techniques, and uses with various populations.

22-330. FAMILY THERAPY (3)

The focus of this course is on the major schools of family therapy. The family is viewed as a unit of treatment and as a multi-generational emotional system. Case studies are emphasized.

22-360. ABNORMAL PSYCHOLOGY (3)

A study of the classifications, dynamics, symptoms, and treatment of abnormal behavior. Prerequisite: 22-203.

22-362. PSYCHOLOGY OF LEARNING AND COGNITION (3)

The psychology of animal and human conditioning, learning, and cognitive processes. Prerequisite: 22-203.

22-363. PHYSIOLOGICAL PSYCHOLOGY (3)

An investigation of the interaction between physiological and psychological processes in the functioning of the human organism. Prerequisite: 22-203.

22-364. LIFESPAN DEVELOPMENTAL PSYCHOLOGY (3)

A survey of the development dynamics of the human life cycle from conception through the aging and death processes. Prerequisite: 22-203.

22-400. EXPERIMENTAL PSYCHOLOGY (4)

The contents and methods of experimentation in Psychology. Prerequisites: 22-203 and 85-314.

22-404. PSYCHOLOGY SEMINAR (3)

A course designed to serve the needs of students who are majoring or minoring in psychology and who expect to pursue graduate studies in the field. The purpose of this course is to allow faculty to expose students to topics not included in the present curriculum, or topics which, although included, are not covered in sufficient depth for pre-professional students. The seminar may include sharing the results of individually assigned readings, individualized research, and/or a discussion of theoretical or research topics as reported in contemporary literature and chosen by the faculty instructor. Prerequisite: Permission of instructor.

22-415. PSYCHOLOGICAL TESTS AND MEASUREMENTS (3)

A course designed to develop knowledge of psychological instruments available for the appraisal of human behavior and skill in administering and interpreting those tests and measurements. Prerequisite: 22-203.

22-420. HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

An overview of the historical and philosophical basis of psychology and their relationship of contemporary systems. Prerequisite: 22-203.

22-430. HUMANISTIC PSYCHOLOGY (3)

An exploration of the field of Humanistic Psychology. The theoretical orientations of selected humanistic psychologists (e.g. Carl Rogers, Leo Buscaglia, Victor Frankel, Harold Greenwald, and Abraham Maslow) are covered in depth.

22-440. GROUP PSYCHOTHERAPY (3)

An introduction, through direct participation, to a variety of approaches and techniques for fostering personal enrichment and effectiveness through group experience.

RECREATION AND LEISURE SERVICES**45-140. INTRODUCTION TO LEISURE SERVICES (3)**

Provides the historical and philosophical foundations of recreation and leisure services. Each student shall acquire an understanding and appreciation of leisure time and its impact on society. Career opportunities in recreation and the place of recreation in society will be discussed.

45-246. GAMES OF LOW ORGANIZATION (1)

Provides an opportunity to learn and present games of primary and intermediate organization for all ages (pre-schoolers to senior adults). Emphasis is placed on the development of strong leadership traits and on control of group situations.

45-250. FIELD EXPERIENCES IN RECREATION AND SEMINAR (3)

Designed to provide practical career-related experiences in leisure services. An 120-hour supervised experience is required. Students should inquire the semester prior to the experience and should consult the Field Experience Handbook for specific course procedures and requirements. Prerequisite: 45-140.

45-314. PROGRAM ADMINISTRATION (3)

Prepares the student to use programming in different recreational settings, including: agency, military, religious, outdoor, industrial, commercial, and conference recreation. Prerequisite: 45-140.

45-315. RECREATION LEADERSHIP (3)

Provides the competencies necessary to be a successful leader. The student is given the opportunity to observe and conduct actual recreation activities both in the classroom and in actual recreation settings. Forty hours out-of-class recreational activity and leadership experience are required.

45-316. RECREATION PROGRAMMING (3)

Investigates the principles, policies, and procedures needed to organize, direct, and conduct recreation programs. Prerequisite: 45-140 or permission of instructor.

45-330. INTRODUCTION TO THERAPEUTIC RECREATION (3)

Provides an understanding of the methods and techniques employed in serving special populations with recreation opportunities. A 40-hour field experience in a therapeutic setting is required for students in the Therapeutic Recreation option.

45-331. MEDICAL TERMINOLOGY FOR THERAPEUTIC RECREATION (1)

Familiarizes the therapeutic recreation student with the medical terminology used in the rehabilitation setting. The course uses vocabulary as a method to explore the therapeutic setting. This course is recommended to be taken in conjunction with 45-430. Prerequisite: 45-330.

45-332. CAMP COUNSELING (3)

Provides counseling and outdoor leadership skills necessary to be a camp counselor at resident camps, environmental education centers, and outdoor schools. The American Camping Association's Outdoor Leadership Skills (OLS) program is part of the course's content. A weekend field experience is required.

45-342. ADMINISTRATION OF INTRAMURALS (2)

Provides an opportunity to acquire field experiences in the administration of intramural activities. Each individual will assist in the organization, administration, and supervision of intramural activities both on and off campus.

45-350. FIELD EXPERIENCE IN LEISURE SERVICES & SEMINAR (3)

Designed to provide the student with practical career-related experiences in leisure services. A 120-hour supervised experience is required. Students should inquire the semester prior to the experience and should consult the Field Experience Handbook for specific course procedures and requirements. Prerequisites: 45-140, 45-250.

45-370. OUTDOOR EDUCATION (3)

A study of outdoor education "in" and "for" the out-of-doors. The course includes the development of the outdoor education movement in the United States, school camping, environmental education, survival education, conservation education, and outdoor living skills. A resident field experience at an outdoor education center is required.

45-407. ADMINISTRATION OF LEISURE SERVICES (3)

Prepares the student to manage recreation and leisure service organizations in the public and private sectors. The course includes: facility and area design, public relations, personnel management, budgeting, and management theory. Prerequisites: 45-140; senior status recommended.

45-420. HISTORY AND PHILOSOPHY OF RECREATION (3)

Investigates the philosophical and historical implications of leisure, including its effects on the development of the recreation and parks movement in the United States. Senior status recommended.

45-430. THERAPEUTIC RECREATION PROGRAM (3)

Provides an understanding of the methods and techniques employed in conducting recreation programs for special populations, including the development of individual program plans. Prerequisite: 45-330.

45-431. LEISURE COUNSELING FOR SPECIAL POPULATIONS (3)

Prepares the student to use leisure counseling in the rehabilitation process. Techniques and approaches used for different special populations are discussed. Prerequisite: 45-330.

45-450. FIELD EXPERIENCES IN RECREATION AND SEMINAR (6)

Provides a supervised career-related experience in a leisure service organization. The student must complete a minimum of 400 agency hours in an experience which enhances planning, leadership, administrative, and supervisory skills. The student should consult the Practicum Handbook, 2nd Edition for specific course procedures and requirements. Prerequisites: 45-140, 45-316, 45-430 (transfer students only), junior/senior status with a 2.5 average in major.

45-490. INDEPENDENT STUDY IN RECREATION (1-3)

Designed primarily for seniors with averages of 3.0 or above who are seeking an opportunity for the investigation of professional problems. This study is particularly recommended for those students who plan to do graduate study in Recreation and Leisure Services. Permission of the Division Chairman is required for enrollment in this course.

RELIGION**68-308. OLD TESTAMENT (3)**

Survey of the Old Testament, concentrating on the history of the Hebrew covenant-community of people, their understanding of life in relation to God and the literary forms in which they expressed this understanding. Offered upon demand.

68-309. NEW TESTAMENT (3)

Covers the life and teachings of Jesus as described in the Gospels, the writings of Paul, and the contents of other New Testament books, along with certain critical questions regarding authorship and interpretation of New Testament material. Offered upon demand.

68-325. GREAT RELIGIOUS BOOKS (3)

Examines a number of the great books which have helped shape classic Christian thought in Western culture. The concepts of law, justice, order, authority, and salvation, as they occur in the writings of major religious thinkers are stressed. Selections from the Old and New Testaments, St. Augustine, Abelard, Aquinas, Luther, Calvin, Hooker, Pascal, Kant, Kierkegaard, Tillich, Bonhoeffer, Barth, and Buber will be read and discussed. Offered upon demand.

68-330. HISTORY OF CHRISTIANITY TO 1525 (3)

The history of Christianity from New Testament times to the Reformation will be studied. Emphasis will be on geographical spread, significant persons, philosophies, governments, and theological concerns. (see 71-330). Offered upon demand.

SAFETY EDUCATION**47-216. SAFETY EDUCATION (3)**

Emphasizes principles, concepts, and methodology of the safety movement, accident prevention and legal aspects involving school activities.

47-217. SCHOOL AND SPORTS SAFETY AND LIABILITY (3)

Designed to assess important aspects of management responsibility for providing proper educational and environmental conditions for school safety, pupil transportation, sports safety, and liability. Prerequisite: 47-216.

47-225. FIRST AID (2)

This is the standard and advanced course in first-aid procedures and emergency care.

47-318. INTRODUCTION TO DRIVER AND TRAFFIC SAFETY EDUCATION (3)

Provides an introduction to and analysis of the driving task. The theory and practical application will be provided. Prerequisite: 47-216.

47-319. LABORATORY PROGRAM IN DRIVERS EDUCATION (4)

Provides an examination of the aims, objectives, and role of laboratory programs in driver and traffic education. Directed laboratory experiences with new drivers will be provided. Prerequisites: 47-216 and 47-318.

47-354. FIRST AID INSTRUCTOR (1)

This is the instructor course in first aid. Students who satisfactorily complete this course are certified by the American National Red Cross as first-aid instructors. Prerequisite: 47-225. Offered only on demand.

47-409. CURRENT TRENDS IN SAFETY EDUCATION (3)

Designed to study current issues in safety. Organizational, administrative, and supervisory problems of safety education are studied as they relate to the total school and other specialized programs. Historical and philosophical aspects, evaluation, related professional organizations, and occupational opportunities are examined. Prerequisite: 47-216.

47-490. INDEPENDENT STUDY IN SAFETY EDUCATION (1-3)

Designed primarily for seniors with averages of 3.0 or above who are seeking an opportunity for the investigation of professional problems. This study is particularly recommended for those students who plan to do graduate study in safety education or its related fields. Permission of the Division Chairman is required for enrollment in this course.

SOCIAL WORK

75-201. INTRODUCTION TO SOCIAL WORK (3)

Sophomore-level course designed to introduce the beginning-level social work student to the issues and knowledge with which Social Welfare and Social Work are concerned. Through examination of the scope of social welfare as a concept, the structures that have grown out of it, and the theory and practice techniques which enable the structures to function, this course will attempt to lay the base for later, more detailed and advanced study of basic policy and practice concerns. The students will be introduced to the generalist concept of social work practice upon which the undergraduate curriculum is built and will have the opportunity to explore their own readiness to identify with the values, principles, and practices of the social work profession. Required for all social work majors. Prerequisites: 73-203, 22-103, or consent of instructor.

75-301. SOCIAL WELFARE AS A SOCIAL INSTITUTION (3)

A survey of the historical development of social welfare institutions and the societal processes devised to deal with social welfare concerns. Special attention is given to the origin and development of the American social welfare system as well as current trends and issues in the social welfare field. Prerequisites: 73-203 and 73-205.

75-305. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (3)

An introduction to the relationship between ideas and theories fundamental to understanding human behavior and human services. The broad application of human behavior theory is explored as it applies to human-helping services in general as well as specific applications of theory to specific services. In accomplishing the course purpose the student is expected to integrate theories, concepts, and facts learned in psychology, sociology, and social welfare courses. A social systems approach is used to formulate a theoretical framework for analyzing culture, society, communities, organizations, small groups, families, and the individual. Prerequisite: 22-103.

75-311. SOCIAL WORK METHODS I (3)

An introduction to the basic interviewing techniques and skills utilized in social work practice. The mechanics of conducting interviews, gathering information, and recording interviews will be covered. Techniques used in one-to-one interviews, multiple interviews, and groups will be discussed.

75-312. SOCIAL WORK METHODS II (3)

A study of the fundamental concepts and principles of direct person-to-person social work practice and the theories of human behavior used in social work intervention. A major aim of the course is to acquaint the student with techniques, strategies, and assumptions in functioning as a change-agent. The basic social work values, problem-solving processes, decision-making methods, and means of collecting and analyzing data are covered. Prerequisite: 75-311.

75-313. SOCIAL WORK METHODS III (3)

This course is designed to be an introduction to the topic of administration and supervision in the human services. The purpose of the course is to give BSW level practitioners a knowledge and skill base for beginning administrative and supervisory practice. The content of the course will include an exploration of formal organizations, management styles and theories, issues in supervision, interpersonal and organizational communication, program planning, and evaluation as a function of social planning. The format of the course is designed to combine formal lecture presentations with experimental exercises, simulations, and films in an effort to explore the material from a variety of perspectives. Prerequisite: 75-311/312 or consent.

75-320. CHILD WELFARE SERVICES (3)

An introduction to the areas of child welfare problems, needs, and services in America. The historical development of child welfare services is surveyed as well as dealing with major current issues. Course content includes public and private agencies and specialized services in the categories of dependent and neglected children, delinquent children, physically and mentally handicapped children, adoptions, foster care, and institutional services. Prerequisite: 75-301.

75-402. SOCIAL GERONTOLOGY (3)

An interdisciplinary consideration of the sociological, psychological, and biological processes of aging with emphasis on modes of social intervention. Important aspects of the demography of the aged are clarified, as is the aging's relationship with the family. Studies in changes in intelligence, memory, brain function, and behavior accompany a look at the physiological aspects of the psychology of aging. Normal and pathological physical changes and the effects of exercise receive attention. Discussions of environmental and social issues such as prolongation of life, institutionalization, economics, neighborhood planning, public policy, and community services are examined in their particular applications to older persons and the aging processes. Strategies and techniques of the development and delivery of social services are presented. Prerequisites: 75-301, 305, 311, 312, or consent of instructor.

75-404. SOCIAL WELFARE SEMINAR (3)

Gives the advanced undergraduate student an opportunity to explore further and integrate, in a generic way, knowledge learned in individual courses covering many other areas of content. There is in-depth analysis of social work values, professionalism, social change, and systems of delivering human welfare services. Prerequisites: 75-301, 75-311, 75-312.

75-407. FIELD EXPERIENCE IN SOCIAL WORK I (3)

The culmination of the social welfare student's coursework in which the student will be expected to transform theory into practice through direct delivery of human welfare services in an approved community agency under the direction of a qualified supervisor. The student works in an agency ten hours per week and attends a two-hour seminar held weekly on the college campus. The college faculty and the agency supervise work closely to insure the student undergoes an intense, thorough, broad experience in direct service to people in need. Prerequisites: 75-311, 75-312.

Note: All students required to complete field work must fill out a "Field Work Application" form in duplicate during the semester preceding the proposed field work. Forms can be obtained from the Social Welfare Program Coordinator.

75-408. FIELD EXPERIENCE IN SOCIAL WORK II (3)

Continuation of Field Experience in Social Work I.

Note: All students required to complete field work must fill out a "Field Work Application" form in duplicate during the semester preceding the proposed field work. Forms can be obtained from the Social Welfare Program Coordinator.

75-409. FIELD EXPERIENCE SEMINAR (2)

Weekly seminar which aids the student in meeting the objectives of the Field Experience Program and in applying, in an integrated manner, the theoretical concepts and principles learned in the classroom to the actual delivery of social services. Through use of the case presentation format, the student will be exposed to a variety of change agent, client, target, and action systems and will further develop the ability to analyze and evaluate differing interventive approaches and techniques. The seminar will also expand the students' knowledge of and experience with group problem-solving and professional relationships. Prerequisites: 75-311, 75-305 or consent of instructor.

75-410. FIELD EXPERIENCE SEMINAR (1)

Weekly seminar which aids the student in meeting the objectives of the Field Experience Program and in applying, in an integrated manner, the theoretical concepts and principles learned in the classroom to the actual delivery of the social services. Through use of the case presentation format, the student will be exposed to a variety of change agent, client, target, and action systems and will further develop the ability to analyze and evaluate differing interventive approaches and techniques. The seminar will also expand the students' knowledge of and experience with group problem-solving and professional relationships. Prerequisites: 73-311, 75-305, or consent of instructor.

75-415, 75-416. READING IN SOCIAL WELFARE (3 each)

Selected, in-depth analysis of specialized areas of social welfare. The class is structured around intensive reading in a concentrated area with follow-up discussion groups. Each student prepares a research paper exploring some aspect of the topic under study. Content areas include historical analysis, policy formulation, practice theory, comparative policy and theory, and research theory and methodology. Prerequisites: 75-301, 75-310, 75-311 or permission of the instructor.

SOCIOLOGY

73-203. GENERAL SOCIOLOGY(3)

Origin and development of groups and social changes. Prerequisite for all other courses in Sociology and/or Social Welfare. Not recommended for Freshmen.

73-205. SOCIAL PROBLEMS (3)

A study of current sociological problems.

73-303. THE FAMILY (3)

A short history of types of families and a study of orderly family living.

73-307. POPULATION AND URBAN PROBLEMS (3)

A study of the theories of population, the interdependence of the peoples of the world and population as a factor in the analysis of social problems.

73-309. SOCIOLOGY OF RELIGION (3)

The structure and function of organized religion in traditional and industrial societies. The reciprocal relations of religious, economic, and political systems in contemporary America.

73-312. INTRODUCTION TO JUVENILE DELINQUENCY (3)

Gives an overall view to the major problems involved in juvenile delinquency. Special emphasis is placed upon the individualization of the youthful offender, the nature and functions of the juvenile courts, problems of parents, and the more effective usage of community resources.

73-314. GENERAL ANTHROPOLOGY (3)

A general survey of the origins of man and the development of prehistoric cultures.

73-315. CULTURAL ANTHROPOLOGY (3)

A study of primitive cultures with respect to range and variability of human behavior. Presented to show the continuity of social life from basic human beginnings to present-day civilization.

73-316. CULTURE IMPACT ON SOCIAL GROUPS (3)

A survey of human behavior and social attitudes under actual life conditions. Emphasis is placed upon the influence of cultural sub-groups on the development of personality, national character, ethos, and patterns of motivation as reflected by the values of the group. While the scope of the course is world-wide, special attention is given to black and Appalachian culture.

73-401. INDUSTRIAL SOCIOLOGY (3)

Industrial, business, and other work units as social systems; the sociology of human relations as a study of people in this world of work.

73-402. CRIMINOLOGY (3)

An inquiry into crime causation and treatment, with complementary attention given to selected types of crime.

73-403. ETHNIC RELATIONS (3)

A survey of ethnic relations within American society, supplemented with illustrations from other societies.

73-404. SOCIOLOGY SEMINAR (3)

Designed for students who have a major or minor in Sociology and who expect to pursue graduate study in the field.

73-405. RESEARCH METHODS (3)

Introduces the scientific method in sociology research. It will include the development and testing of hypotheses and will cover techniques such as observation, interviewing, and questioning. Prerequisite: 85-315, Statistics or consent of instructor.

73-406. COMMUNICATION IN AMERICAN SOCIETY (3)

Special emphasis is placed upon mass communications and the structure of function of communication as the art of transmitting information, ideas, concepts, and attitudes from one person or group to another.

73-410. SOCIAL THEORY (3)

The nature and development of social thought from ancient times to the present is surveyed. The influence upon social conditions by the development of sociological theories is stressed.

73-411. SOCIAL STRATIFICATION (3)

A study of the factors which account for differences in influence, power, and social prestige held by different individuals and groups in the community and the society. Also considered are the theories of stratification and the relationships between social class and education, occupational choice, political preference, and religious affiliation. The relationship between social class and social mobility is reviewed.

73-412. MEDICAL SOCIOLOGY (3)

The purpose of this course is to provide an overview of the general field of medical sociology. Research and analysis of the medical environment from a sociological perspective will be explored. The course will focus on the major concerns of medical sociology: social facets of health and illness, the social functions of health institutions and organizations, the relationship of systems of health care delivery to other social systems, and the social behavior of health personnel and consumers of health care services.

SPANISH

Elementary and Intermediate Spanish courses are regularly offered under a 67-prefix number, which correspond to 101, 102, 203, and 204. Each course carries three hours credit.

SPEECH, DRAMA, AND BROADCASTING

69-200. VOICE AND DICTION (3)

The course emphasizes self-improvement of voice through the study of vocal techniques. The course stresses correct projection, breathing, articulation, resonance, inflection and word pronunciation. The course employs exercises in reading, poetry, prose and drama to improve voice quality, reading and speaking ability.

69-202. FUNDAMENTALS OF SPEECH (3)

The course promotes two complementary objective sets: Receiver-based and Sender-based. Among the objectives of the former are skills development in listening and speaker evaluation; among the latter, skills development in speech organization, dialect awareness, audience analysis, delivery techniques, and apprehension management. A variety of speech experiences are required. Prerequisite: 60-101 must be taken prior to or concurrently with 69-202..

69-203. PLAY ACTING (3)

Principles of the art and craft of acting on the stage. Role analysis, concentration exercises, and the techniques of adapting oneself physically and mentally to the role will be stressed. Some attention may also be given to theatre games and improvisation.

69-204. ELEMENTS OF THEATRICAL PRODUCTION (3)

An examination of the artists of the theatre. Playwriting, design, acting, directing, and play selection will be emphasized. Students will be encouraged to gain practical experience through involvement in theatrical productions of the college.

69-207. THEATRE PRACTICE (1)

Laboratory experience is gained by working on the theatrical productions of the college.

69-208. THEATRE PRACTICE (1)

Laboratory experience is gained by working on the theatrical productions of the college.

69-209. RADIO PRODUCTION (1)

As a public relations representative for the campus radio station the student will periodically canvas area merchants, restauranteurs and campus businesses for "give-aways" on WSHC. The student will then prepare a monthly calendar showing the time and date that premiums are to be awarded. Prerequisite: consent of the instructor.

69-210. RADIO PRODUCTION (1)

As a librarian for WSHC the student will check out records each day from a posted list in the main control room and return records to the library which were aired the day before. Prerequisite: consent of the instructor.

69-211. INTRODUCTION TO BROADCASTING (3)

A survey course in which the student studies the theories of radio broadcasting, the science of AM and FM transmission, learns to operate all basic control room equipment, develops proficiency in writing and broadcasting techniques and is made aware of the legal aspects of radio broadcasting as imposed by the Federal Communications Commission.

69-213. RADIO ANNOUNCING (3)

Includes the theory and practice of general announcing as well as the weekly preparation of newscasts, commercials, disc jockey shows and interviews with campus personalities. Prerequisite: 69-211.

69-215. INTERPERSONAL COMMUNICATION (3)

A survey of basic concepts of interpersonal communication, including speech processes, perception, clear message transmission, conflict resolution, recognition and expression of emotions and self concept. The course allows the student to analyze his own interpersonal communication patterns and aids in self-improvement.

69-246. DESIGN FOR THE THEATRE (3)

A study of the theory and practice of the technical elements of play production. Set and lighting design and execution are emphasized. Costuming, makeup, and sound as they relate to set and lighting are also examined. Prerequisite: 69-204 or consent of the instructor.

69-300. PERSUASION (3)

The theory and study of the principles and practice of persuasion. Persuasive strategies will be employed by students in oral and written form. Topics for analysis include beliefs, attitudes, values; theories of motivation; persuader effectiveness and ethos, pathos, logos, and audience analysis. Prerequisite: 69-202 or consent of instructor.

69-301. RHETORICAL THEORY AND CRITICISM (3)

A study of the origin, development, and influence of the art of rhetoric from its inception in Greece to present-day developments in general semantics, linguistics, and semiotics. Prerequisite: 69-202.

69-309. PLAY DIRECTION (3)

Theory of stage direction and a survey of practical phases of production. Particular attention is given to script analysis and the principles of blocking. Prerequisite: 69-204 or consent of the instructor.

69-311. DIRECTION (3)

A continuation and elaboration of the content of 69-309. Particular attention will be paid to the role of director as synthesizer and to problems of staging period and styled plays. Prerequisite: 69-309.

69-312. ACTING (3)

A continuation and elaboration of the content of 69-203. Particular attention will be paid to the actor/director relationship and to the playing of roles in period and styled plays. Prerequisites: 69-204 (or consent of instructor) and 69-203.

69-313. BROADCASTING LABORATORY (1)

The student will prepare a weekly tape to be aired on WSHC based on news from the sports or music world. The student must be capable of operating all studio equipment. Prerequisite: 69-211 or consent of the instructor.

69-314. BROADCASTING LABORATORY (1)

The student will prepare a prescribed number of music and sound effect cartridges to be used in radio production. Student must be capable of operating all studio equipment. Prerequisite: 69-211 or consent of instructor.

69-315. PUBLIC SPEAKING (3)

Employing a forensic-contest format, the course intends to develop a student's skills in speech organization, oral style, memory, listening, and delivery while also developing the student's appreciation for the interrelatedness of audience, speaker, and occasion. Prerequisite: 69-202.

69-319. DISCUSSION: PRINCIPLES AND TYPES (3)

The study of communication in group situations. Topics include the social role of the small group, problem-solving techniques, leadership, personality barriers, language problems, conference planning, and evaluation. Prerequisite: 69-202 or consent of instructor.

69-320. ARGUMENTATION AND DEBATE (3)

The study of logic and reason in oral communication. The course emphasizes the effectiveness of logical communications, stresses theory of argumentation, organization, research, thinking, analysis, and speaking ability. The student learns the application of logical analysis to human problems and the logical approach to organizing, supporting and developing oral messages. Prerequisite: 69-202 or consent of instructor.

69-323. ORAL INTERPRETATION OF LITERATURE. (3)

An analysis of prose, poetry, and dramatic literature for the purpose of group or solo performance including a survey of the oral tradition in world cultures. Prerequisite: 69-202.

69-326. ADVANCED RADIO BROADCASTING (3)

An advanced course in radio production in which the student applies skills learned in fundamentals courses to live programming on WSHC. Prerequisites: 69-211.

69-327. RADIO PROGRAMMING (3)

An advanced course in radio production in which students prepare and execute programs live on WSHC. Prerequisites: 69-211 and 69-326.

69-329. EDUCATIONAL BROADCASTING (3)

Advanced radio programming combined with the operation of control room facilities on radio station WSHC. Prerequisite: 69-211 or 69-213 and with consent of instructor.

69-330. SPEECH CORRECTION (3)

A study and mastery of the International Phonetic Alphabet, language development, and a survey of the major communicative disorders of speech are the areas emphasized.

69-331, -332, -333, -334. INTERCOLLEGIATE FORENSIC ACTIVITY (1)

Intercollegiate competition. Overnight travel likely. Each course may be taken once for a total of four hours credit; only one credit may be taken per semester. Prerequisites: 69-202 or consent of instructor.

SECTION A: Individual Events competition in the areas of impromptu, persuasive, extemporaneous, humorous and informative speaking as well as solo and duet competition in the performance of prose, poetry, and dramatic literature. Credit may also be earned for assisting the team by judging, coaching, researching, and helping in tournament preparation.

SECTION B: Debate activities include researching nationally chosen topics, participating in various forms of debate, practice sessions, and intercollegiate tournaments.

69-341. HISTORY OF THE THEATRE (3)

The development of the theatre with special attention to period theatres and theatrical styles which influence modern stage presentations.

69-399. INTERNSHIP IN RADIO BROADCASTING (1-3)

Students with advanced experience in radio broadcasting further their learning at professional radio stations in the surrounding area. Training in sports and news casting, commercial production, remote broadcasting and D.J. shows is available in various AM and FM formats. Prerequisites: 69-211, 69-213, 69-236 and consent of the instructor.

69-401. EMPLOYMENT INTERVIEWING (3)

A practical, task-oriented approach to finding a job. The course includes extensive practice in resume building, cover-letter strategies, video replays and assessment of the students' verbal and non-verbal behaviors, mock interviews, and guest lectures from professionals in business, industry, and education. Dress-for-success exercises are included. May-August graduates only.

69-402. SEMINAR IN SPEECH COMMUNICATIONS (3)

Topics of current interest and significance within the field of speech communications. Areas such as non-verbal communication, paralanguage, haptics, kinesics, communications aesthetics, reader-response theory are appropriate topics for investigation. Topics and readings are announced well in advance. Prerequisite: 69-202.

69-415. INDEPENDENT STUDY IN SPEECH AND DRAMA (1-3)

Designed for those students interested in speech and drama who desire to do independent study in some special field. See Independent Study Program. Prerequisite: six hours of advanced work in speech or drama.

69-425. PUBLIC ADDRESS (3)

The application of appropriate criteria to selected speeches through extensive oral and written presentations. The course investigates the research materials and instruments unique to the discipline of speech communications. Prerequisite: 69-301.

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| Patsy Wilt | Secretary, Division of the Social Sciences |
| Kathryn Jo Zier | Accounts Payable Clerk |

STUDENT AFFAIRS STAFF

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| YOUNG, HARRY C., JR. , Dean of Student Affairs (Acting) and Assistant Professor of Student Personnel. B.S., Ohio State University, 1960; M.A., Marshall University, 1968. (1969) |
| ADAMS, JOHN E. , Director of Counseling and Career Services and Instructor of Student Personnel. B.A., Shepherd College, 1971; M.S., Shippensburg State College, 1976. (1971) |
| ALLEN, FRANCES , Director, Miller Hall/Financial Aid Counselor and Instructor in Student Personnel. B.S., West Virginia University, 1944, M.A. Slippery Rock State College, 1981 (1982) |
| ARNOLD, MARSHALL , College Center Night Manager |
| BARR, R. KEEGAN , Director, Thacher Hall/Counselor and Instructor in Student Personnel, B.A. The Kings College in New York, 1974; M.Ed. James Madison University, 1977; Ed.S. University of Virginia 1979. (1983) |
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| HALL, LORRAINE , Director, Shaw Hall/Career Counselor. B.A. Marshall University, 1984; M.A. Marshall University, 1986. (1986) |

LANDES, JUDY, Counselor/Instructor in Student Personnel. B.S. Shenandoah College, 1978; M.Ed. James Madison University, 1980; Ed.S. James Madison University, 1983. (1986)

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PARKER, CHRISTOPHER, Director, Kenamond Hall, Assistant Football Coach. B.S. Shepherd College, 1982. (1985)

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SIMPSON, LISA C., Director, Gardiner Hall/Advisor to Commuting Students. B.S. Shepherd College 1978 (1981)

Student Health Services

CULLEN, DENNIS, M.D., Director of Health Services and Consulting Physician

HAMMOND, MARGARET, R.N., Head Nurse

Security Officers

ROWE, JOHN, Senior Security Officer

ANDERSON, HARRY, Night Security Officer

HALL, STEPHEN, Night Security Officer

SIMON, JOHN, Day Security Officer

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Student Cafeteria

CHANDLER, STELLA, Assistant Dining Hall Director (contract)

FACULTY

ANDERSON, CHARLOTTE R., Associate Professor and Director of Nursing Education. A.A., Shenandoah College, 1972; B.S.N., Eastern Mennonite College, 1975; M.Ed., Madison College, 1976; M.S.N., George Mason University, 1982. (1975)

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SHEPHERD COLLEGE CAMPUS

The campus of Shepherd College is comprised of approximately one-hundred sixty-four acres of rolling limestone land extending from German (Main) Street in Shepherdstown to the Potomac River. Thirty-six academic, residence and ancillary buildings compose the campus facilities.

The Administration Building houses the offices of the President, Academic Dean, Registrar, Admissions, Business Affairs, Financial Aid, College Relations, Off-Campus and Continuing Education, Computer Center and Institutional Research, Community College Component and the Campus Service Center.

McMurran Hall is the original Shepherd College building, erected by Rezin D. Shepherd in 1860. This building, originally constructed for community uses, was transferred by perpetual lease to the Board of Trustees of Shepherd College in 1891. It is named in honor of Joseph McMurran, "the Father of Shepherd College." Currently undergoing adaptive restoration, McMurran Hall and adjacent **Reynolds Hall** will be completely modernized to provide both administrative and academic space.

Knutti Hall was originally constructed in 1904 and was named in honor of former principal John G. Knutti. It houses the Division of Education and the Division of Languages and Literature.

White Hall was dedicated for student use in 1975. It is named in honor of Dr. W.H.S. White, college president from 1920 to 1947, and houses the Divisions of Business Administration and Social Sciences.

Stutzman-Slonaker Hall, dedicated in 1980, was named in honor of Ernest Stutzman, Professor of Physical Science from 1928 to 1952, and Dr. A. Gordon Slonaker, Professor of Education and Academic Dean from 1954 to 1973. It houses the Departments of Biology, Mathematics, Home Economics and the College Nursery School.

Snyder Science Hall, erected in 1942, was named in honor of the late H.L. Snyder, a prominent local citizen. The Departments of Chemistry and Physics are located in this facility.

The Nursing Building to the east of Snyder Science Hall was renovated in 1980 to provide new facilities for the Department of Nursing and the College's Media Services section.

Home Management House, located on Princess Street and recently remodeled, is a former nine-room brick residence equipped to provide home economics majors in-residence home management experiences. Currently the Personnel Office is located on the first floor.

Creative Arts Center, dedicated in 1981 provides modern facilities for the Division of Creative Arts and Drama. This building consists of studios, classrooms, recital hall, and a new 470 seat theatre.

Popodicon, the home of the college President, was constructed in 1907 and secured by the College in 1964. It provides a spacious and gracious addition to the college campus.

Gardiner, Miller, Shaw, and Turner Halls provide on-campus housing for women.

Kenamond and Thacher Halls provide on-campus housing for men.

The new dormitory complex located in the West Wood, **Burkhart, Moler, and Yost Halls**, provides apartment style on-campus housing. These apartment-style dormitories provide housing for 132 men and women. Three additional dormitory modules are scheduled for construction in the near future.

A new Health, Physical Education, Recreation and Safety instructional facility and intercollegiate athletic and intramural complex is under construction on the West Campus. This building, of more than 100,000 square feet, will provide arena seating for 5,000. It is scheduled for occupancy in Fall, 1989.

The **Shepherd College Center** is a facility that includes organizational meeting rooms, a snack bar and pub lounge, club rooms, a ballroom, games area, and bowling facilities. The College Bookstore is located on the ground level. The Student Affairs Offices are located in this facility.

The College Center, Scarborough Library, White Hall, and Stutzman-Slonaker Hall are equipped with elevators. Handicapped students may request elevator keys from the advisor to handicapped students.

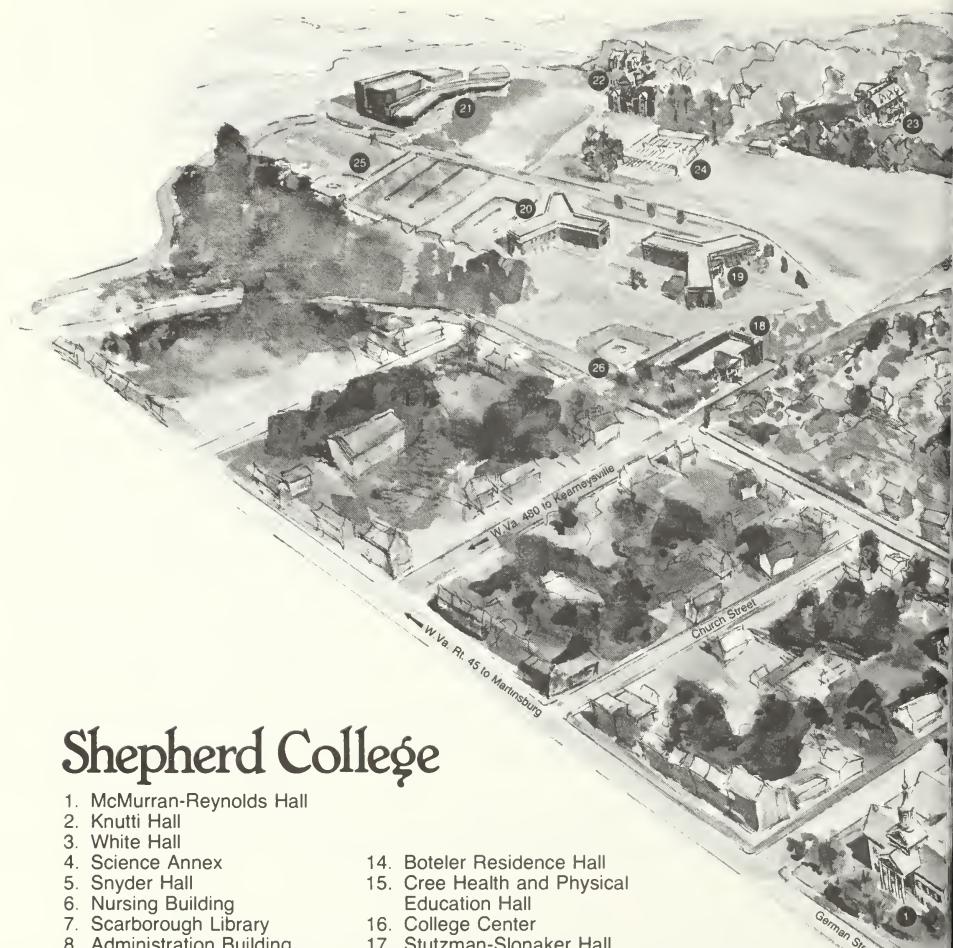
Shepherd College Policy of Nondiscrimination

The college provides opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, sex, religion, age, national origin, or handicap. The college neither affiliates knowingly with nor grants recognition to any individual, group, or organization having policies that discriminate on the basis of race, color, age, religion, sex, national origin, or handicap, as defined by applicable laws and regulations.

Shepherd College is required by Section 904, Title IX, Education Amendments of 1972, not to deny admission on the ground of blindness or severely impaired vision; by 45 CFR 84, Subpart E, Section 84.42, and by Section 504 Rehabilitation Act of 1973, not to deny admission on basis of handicap; by 45 CFR 90, 91 not to discriminate on basis of age; and by 45 CFR 86, Subpart C, Section 86.21, not to deny admission on basis of sex. By Title VI of the Civil Rights Act of 1964, no person shall be subjected to discrimination on the ground of race, color, or national origin. Shepherd College is an equal opportunity-affirmative action employer in compliance with Title VII of the Civil Rights Act, West Virginia Human Rights Act, Title IX (Education Amendments of 1972), Section 504, Rehabilitation Act of 1973, and other applicable laws and regulations.

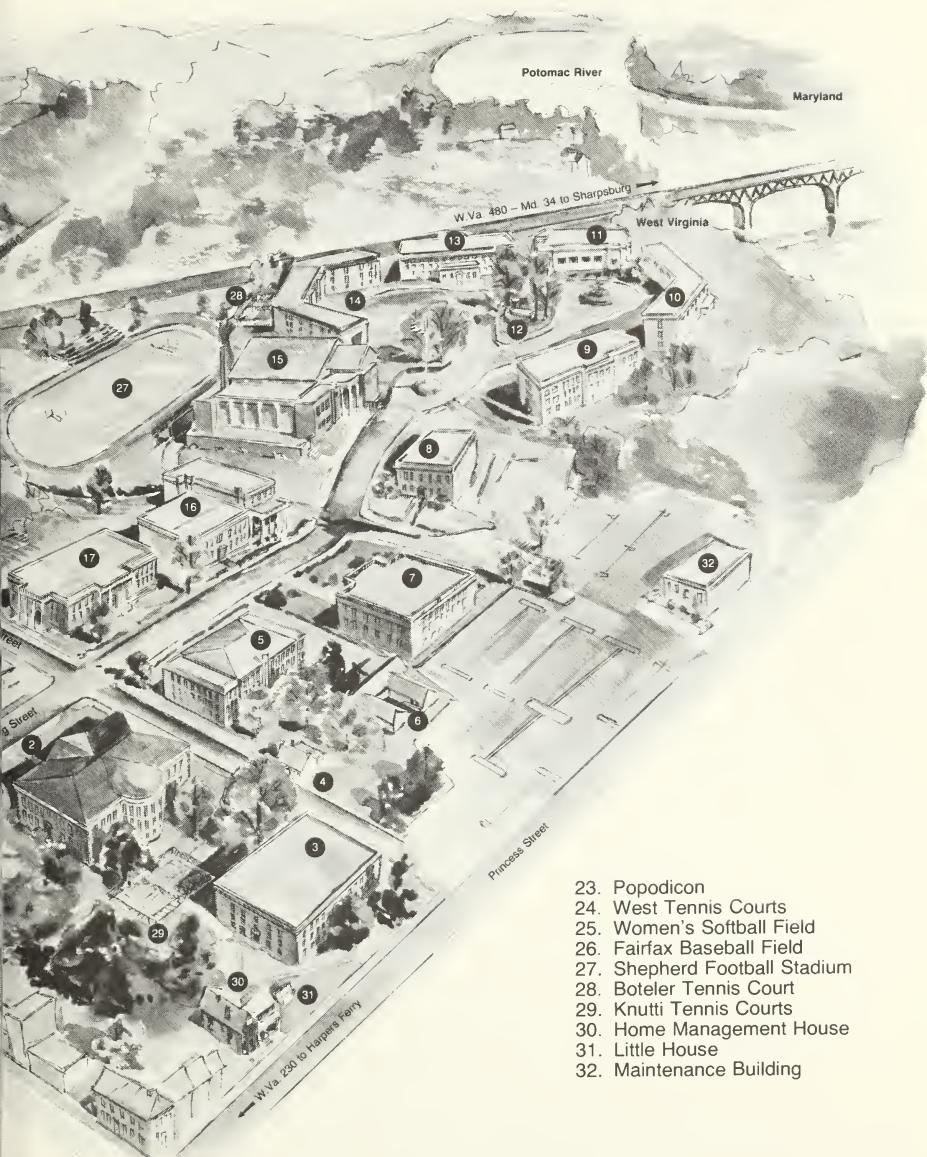
This catalog is an interpretive rule as defined in Chapter 29A, article 1, section 2(c) of the Code of West Virginia. It is published under the authority of the Code of West Virginia, Chapter 18, article 26, section 1.

The Shepherd College Catalog is published through the cooperative efforts of the Office of the Academic Dean, Office of the Registrar, and the Office of College Relations.



Shepherd College

1. McMurran-Reynolds Hall
2. Knutti Hall
3. White Hall
4. Science Annex
5. Snyder Hall
6. Nursing Building
7. Scarborough Library
8. Administration Building
9. Gardiner Residence Hall
10. Turner Residence Hall
11. Dining Hall
12. Amphitheater
13. Kenamond Residence Hall
14. Boteler Residence Hall
15. Cree Health and Physical Education Hall
16. College Center
17. Stutzman-Slonaker Hall
18. Miller Residence Hall
19. Shaw Residence Hall
20. Thacher Residence Hall
21. Creative Arts Center
22. West Woods Residence Halls (A, B, C)



- 23. Popodicon
- 24. West Tennis Courts
- 25. Women's Softball Field
- 26. Fairfax Baseball Field
- 27. Shepherd Football Stadium
- 28. Boteler Tennis Court
- 29. Knutti Tennis Courts
- 30. Home Management House
- 31. Little House
- 32. Maintenance Building

REQUEST FOR MATERIALS

Shepherd College

Shepherdstown, W. Va. 25443

Name _____ Social Security No. _____
first middle last

Mailing Address _____
street/p.o. box city state zip

Telephone _____
area code number

High School/College Name _____ Address _____

Year & Semester you wish to enter Shepherd _____

I will be entering as a Freshman _____ Transfer _____ Non-degree _____ Re-Admit _____ Honors _____

Major fields of study or interest _____
(see listing in catalog of programs offered)

Extracurricular activities of interest: Athletic (name sport) _____

Debate _____ Dramatics _____ Music _____ School Publications _____

Student Government _____ Fraternities/Sororities _____ Other _____

Please send me the following materials for admissions: _____

Admission Application _____

Financial Aid Application _____ Other _____

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Shepherd College

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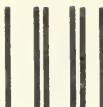
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Student Government _____ Fraternities/Sororities _____ Other _____

Please send me the following materials for admissions: _____

Admission Application _____

Financial Aid Application _____ Other _____



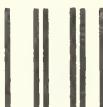
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